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ABSTRACT

This set of chronologies tells the stories of fourteen sites--thirteen public school districts and one community college--that participated in the 1974 field test of the School Planning, Evaluation, and Communication System (SPECS). The collection is intended to provide a resource for teachers, administrators, board members, and university professors who might be considering the implementation of SPECS or a similar system. The chronologies have been verified to be accurate by key administrators, SPECS consultants, and development team members, but all site names are fictitious. Some of the stories chronicle successes, and others tell the stories of districts that encountered many problems in their implementation attempts. (Author/JM)

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# SPECS

# FIELD TEST SITE

# EVENT CHRONOLOGIES

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EA 011 855

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# PREFACE

The SPECS (School Planning Evaluation and Communication System) program began in 1969 when Terry Eidell and John M. Nagle attempted to conceptualize a data-based management system for school districts. Materials were prepared and the system underwent a three-year pilot test in one school district. After the conclusion of the pilot test and an extensive revision of the initial materials, a larger field test was initiated in 1974.

This set of chronologies tells the stories of fourteen sites--thirteen public school districts and one community college--which participated in the field test. Each of these stories is unique, for each participating site was unique. The smallest of the sites had an enrollment of only 350 students; in contrast, the largest of sites enrolled nearly 15,000 students. Several were located in urban communities; others were rural in their environments. Nearly half of the sites were located on the East coast; the others were located throughout the remainder of the country--with eight states being represented. Some sites seemed to be operating with extremely tight budgets; in others, funding seemed to be, at least, adequate. No two were alike; each had different experiences with SPECS.

Some of the chronologies which follow might be considered "success stories," but others tell the stories of districts which encountered numerous problems throughout their implementation attempts. While some of these problems may have been a direct result of SPECS implementation, many others had no direct relationship to the program, although they did have a direct effect on implementation strategies and results.

The reader may find that several of the chronologies seem to end as abruptly as they began. In reading others it may appear that the authors have misplaced final pages, for indeed, those stories have not yet ended.

The chronologies have been verified to be accurate accounts of activities in each district to the best recollections of key administrators, SPECS consultants and development team members. However, all site names as well as the names of all persons, except Development Team members, are fictitious. These changes have been made in order to protect the interests of all involved.

These chronologies do not provide conclusions nor do they make recommendations. The purpose of this collection is not to provide answers, but instead to provide a resource for teachers, administrators, board members and university professors who might be considering the implementation of SPECS or a similar system.

Finally, while [illegible] would be impossible to acknowledge all of those who are deserving of recognition for making these chronologies possible, several persons deserve a special thanks. The authors would like to acknowledge Jack M. Nagle and Terry Eidell, the original developers of SPECS, as well as Harold Walker and Lloyd DuVall who also palyed important roles as Development Team members. In addition, Mary Ann Cheshire is given a well-deserve thanks for the numerous hours of production assistance which she provided. Deserving of special recognition are the many teachers, administrators, board members and consultants who gave their time and energy to the field test as well as to the drafts of these chronologies.

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# INTRODUCTION

In May 1974, the SPECS Development Team met for the first time to discuss alternative methods of tracking the critical events which might occur during the implementation of SPECS. The purpose of the documentation was to provide developers, both present SPECS developers and future innovation developers, with data about the events which occurred in a district as the personnel attempted to implement a complex innovation within a complex organization. In addition to tracking demographic variables such as student enrollment, instructional staff changes, community population, and district financial support, the Development Team considered tracking variables such as state legislative changes which affected the schools, community involvement in the schools,prior district involvement in the schools, prior district experience with innovative programs, and changes in the curriculum or personnel. The Development Team was concerned that emphasis on tracking those variables might mean that they would miss those significant events and variables which might "bubble up" as a result of the implementation itself.

Another proposed method of tracking was one which many anthropologists use whereby their notebooks are open to everything they see and hear. Later, when all the data are collected, they choose to discuss those items which have the greatest impact on the environment being studied and for which they have the most data. Sometimes, that impact is the result of an occurrence so common among the people being studied that it remained almost unnoticed. In other settings, the lack of an event or occurrence may be the significant issue causing the impact.

The result of those deliberations was a compromise whereby notebooks and minds would remain open to include whatever the Development Team saw and heard. Concurrently, they would search for specific kinds of information about the site, the effects of the implementation on the site and the effects of the site on the implementation. In other words, the Development Team was looking for data that would give a picture of the district as an educational organization and that would show the problems and progress of the SPECS implementation. The Development Team, other Center for Educational Policy and Management (CEPM) personnel who had contact with the site, site personnel and consultants would assist in the data collection. Primary responsibility would remain with one Development Team member. As long as the budget permitted, data would be collected four times a year; however, continual data collection would occur throughout the year as data filtered in from newspapers, correspondence, and phone conversations.

The raw data remained in files maintained by the person assigned responsibility for documentation. Only CEPM personnel were permitted to view the raw data and site personnel were continually told that the National Institute of Education and other persons or groups would not have access to the raw data. Such a plan was devised to assure total confidentiality and anonymity for all participants.

The raw data which remained in the files were composed of the following kinds of information: phone conversation notes, correspondence, district newsletters, memoranda, notes from site visitations, master plans, related district publications, and any other items which appeared to be related to the implementation itself. The data were generally requested by Development Team members; however, frequently, the SPECS Coordinator supplied data without a formal Development Team initiated request. These data included, for example, such items as monthly curriculum newsletters and updated Master Plans.

Occasionally throughout the two-year field test, site personnel requested review of the files or the data received by the CEPM interviewer from teachers or other site personnel. These requests were denied with the exception of summary information which could be provided without attaching a name or specific position that might enable the receiver to alter behavior toward the individual who had initially provided the information. In other words, confidentiality remained a prime consideration in the data collection.

During the time that SPECS was being field-tested, funding was reduced, thus cutting back the number of data collections made directly from the field. Also, during that time, some districts chose not to continue pursuing efforts to implement SPECS or chose not to participate in the field test. In those instances, the Development Team was sometimes able to informally gather data regarding the events which happed in the district after the decision had been made. In other sites, it was not possible to gather any data; therefore, the results may appear to be somewhat sketchy.

After the raw data had been gathered, the task of writing the chronologies remained. Initial drafts were circulated to readers who had little, if any, knowledge of the documentation efforts. Those readers included Harry Wolcott, Professor of Education and ethnographer; and Sundra Gregory, Graduate Research Assistant, who was gathering data about teacher and administrator perceptions of SPECS. A later draft was sent to SPECS consultants who made suggestions and corrected any data which they found to be inaccurate.

Once these changes had been made, the chronologies were provided to at least one person in each site. Those persons included the SPECS Coordinators, key figures in the implementation of SPECS, or the chief executive in the site. Those persons were asked to identify any statements which they believed to be in error and return the chronology to the Development Team. In some instances, the requested changes were not made by the authors, given certain ethics regarding the reporting of data; however, where appropriate, site personnel were given the opportunity to include statements about their perceptions of the situation.

The reader should be reminded that it is impossible for one data collector or even a large number of researchers to gather all the minute pieces of data that resulted in a specific decision being made.

It should also be remembered that what is written here is the result of seeing SPECS and the site primarily from the eyes of the Development Team. Should an event chronology be written from the eyes of the SPECS Coordinator, teachers, administrators, or a person completely removed from either the site or the developers, it would probably look somewhat different. Undoubtedly, biases are built into this work just as they are built into almost all data-gathering efforts.

This chronology was developed by the staff of the SPECS Program within CASEA, the research and development unit of the Center for Educational Policy and Management (CEPM) at the University of Oregon. CEPM is supported in part by funds from the National Institute of Education (NIE). Opinions expressed in the chronology do not necessarily reflect policies or positions of either CEPM or NIE, and no official endorsement by either organization should be inferred.

# Anthony Public Schools

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1976

## District Description

The city of Anthony has approximately 24,000 residents. The school district includes 4,400 students with 241 faculty and 10 administrators. The district includes one high school, grades 9-12, of approximately 1,700 students; one junior high of grades 7-8 with 760 students; and 5 elementary buildings, grades 1-6. The district does not have a kindergarten. In addition to the public schools there is a K-8 parochial Roman Catholic system, and one Catholic high school. The Board of Education is a seven-person board with one seat currently vacant. The current Board includes six men--two engineers, a rose grower, an urban renewal official, a blue collar foreman and a salesman.

On May 29, 1974, Raymond Woods, Superintendent of Anthony Public Schools, wrote to Jack Nagle, the SPECS Program Director indicating his interest in conducting a SPECS inservice session in that district.

Woods again contacted Nagle during the next September to follow-up on his initial request and on September 24, 1974, Woods and Development Team member Lloyd DuVall met for lunch. DuVall explained the Center for Educational Policy and Management (CEPM), its operation and its structure, its relationship to the National Institute of Education (NIE), and the history of the SPECS Program.

Woods said that he had been Superintendent in the district for approximately two years. He also explained that the state was in the process of decentralizing its certification program, making each local superintendent responsible for teacher certification in each district. Certification would proceed according to a planned program of professional inservice which would also be administered by the district but supervised by the state. SPECS was seen as a potential vehicle for district implementation of that certification plan.

After lunch, DuVall and Woods met with Cheryl Stein, the district's Learning Facilitator. DuVall gave a general overview of SPECS, and Stein asked a number of questions framed as observations that supported her systems-based notions. Throughout the overview she was very supportive and tended to elaborate from her own experiences those things which she saw to be particularly outstanding about the potential of SPECS. They talked about the match between SPECS and the potential for using SPECS as a vehicle for meeting the district certification requirements. Stein presented DuVall with a copy of the district's plan for certification and stated that she saw the potential for using SPECS as very great. Throughout the discussion Stein was the primary spokesperson for the district. It appeared that Woods wanted her to take the lead and that she had spent a great deal of time preparing for the discussion.

After this discussion of SPECS the conversation turned to potential implementation in Anthony. The primary interest was in Component Three with some interest in Component One. At this point, they were not sure whether they were interested in Component Two.

DuVall described the field test and the requirements which would be imposed upon a school district. He suggested that they may be more interested in a simple consulting arrangement rather than identification as a field test site since they seemed to be reluctant to work on Component Four and Component Two. They indicated that they would give it more thought and would be in contact with DuVall in the future.

Woods took DuVall to the high school where he met with the building principals. He gave the principals a thirty-minute overview of SPECS and the field test efforts. A number of questions were raised, primarily clarification of issues and points of information. DuVall indicated that the purpose of the meeting was to provide information so that they could recommend whether further discussions about SPECS would be worthwhile. At the conclusion of the thirty-minute presentation, they agreed, unanimously, that they saw a great deal of potential for SPECS in the district. They requested that an orientation workshop be conducted for a representative group of professional personnel in the district.

At the conclusion of the meeting with the principals, Woods and DuVall talked about next steps. DuVall agreed to call him within the next two weeks and to identify a date and plan for an orientation workshop. Also, they discussed the possibility of Woods' attending the SPECS Conference in October.

On October 10, DuVall telephoned Woods to find out if the district was still interested in having a workshop. Woods indicated that they were interested and November 4 was set as a date for the workshop which would include administrators, one or two board members and one or two teachers.

Orientation Workshop -- November 4, 1974

On November 4, 1974, the orientation workshop was held. Woods introduced DuVall and Development Team member Barbara Cole to the twenty participants including building administrators and teacher representatives from each building and three "invited guests." Woods pointed out that recently the State Department of Education had written to him saying they were going to pass an accountability model. He said "Accountability models usually include two points: (1) prove that you (as a teacher) teach or else, and (2) show where you spend the dollars." Woods went on to say that SPECS was an accountability model and that DuVall and Cole were there to sell SPECS to the group.

Following the introduction, Cole talked about CEPM, its relation to NIE and the University. She explained that they were not there to sell SPECS, but merely to inform the group of what it could do and to answer their questions. As duplicated copies of the simulated exercises were distributed, DuVall asked them to read all of the exercises, then choose one to study and later share with the group. When workshop participants were asked to share their respones with others, one teacher said she saw no reason to collect budget data by programs. The Secretary to the Business Manager, one of the "invited guests," said she thought such data gathering was a "fine idea, but would there be computer assistance?" The high school vice-principal said that if the information requested in the simulation had been available a couple of years ago, it would have been most helpful. At that time the Board had to cut $200,000 from the budget and asked teachers and administrators where to cut.

After Component One had been presented, one principal commented that it seemed "ultra-conservative." When asked for clarification, he said he meant that the SPECS pilot site seemed to be conservative, and did not take an integrated approach to curriculum. Cole and DuVall found it difficult to help the group understand that Component One could be used with any school district--looking at who, where, and when, not why.

Following the Component Three presentation, which included information about the pilot site, one principal commented, "Component Three was the 'powerhouse' in the district." Stein, the Learning Facilitator, was concerned about "the erosion of things, or the tendency to choose more measurable objectives." She said that "trivializing" curriculum was a serious concern with her and wanted to know "where kids' objectives come in." Another teacher, said many teachers use their plan book to "acquaint substitutes." She did not see how it would be possible or feasible to have so many different plans.

One elementary teacher said he saw a "real problem with Component Three--that of logistics or how to get the work done." The person in charge of student teaching said she had learned to use behavioral objectives during her university training and had internalized them. Other questions from teachers were: Do we have to use other's objectives? Who makes up the pre- and post-tests? Who makes up the objectives?

After Cole had talked about Component Four and explained how the pilot site had developed their goals, she asked the workshop participants to share how their district's own goal statements had recently been generated. They described the process as follows: A committee had generated a list of needs. Those needs were then categorized and submitted to a community group which was composed of 250 randomly selected parents, 1,600 high school students, all staff members and other interested parents. They were asked to participate in choosing the most definite needs. After the responses were tabulated, they were evaluated to determine the kinds of attention that should be addressed to those needs. Later, those needs became goals. This work was overseen by a staff development committee that included citizens, students, and staff, as a part of the staff development program mandated by the state. Presently these outcomes were going "through channels to achieve acceptance by the Superintendent and Board."

DuVall and Cole then discussed Component Five and how it related to the other components. Superintendent Woods closed by telling the participants that if one or two talked about the workshop, they might hurt the chances of SPECS in the district; therefore, they should be careful about what they say. Also, he told them that Anthony could go with all or some part of SPECS, with the possibility of go/no-go decisions all along the way.

During the lunch break, Cole talked with several of the participants who commented on her clarifying Woods' comment about their desire to "sell SPECS" to the Task Force. They indicated that Woods often appeared to be negative even about things with which he was actually in agreement.

## Vocational Education Department Shows Interest -- December 6, 1974

On December 6, 1974, DuVall received a letter from Woods which stated that the vocational education department at Anthony High School had indicated their interest in further work with the SPECS Program.

In DuVall's next contact with Woods on January 2, 1975, they discussed the details of the district's decision regarding Component Three. According to Woods, the elementary teachers had expressed the greatest opposition, that opposition was based upon the amount of work they believed SPECS would require. Woods said that opposition was coming mainly from the older teachers who "know how to teach and and don't intend to change." He said that the vocational education teachers had been most favorable since they saw SPECS as a way of doing what the state was already requiring them to do. He said that the district intended to implement all five components of SPECS; however, he saw Components One and Three as having the highest priority. It was not clear whether he was referring to a district-wide implementation or only to vocational education.

## Letter from DuVall -- January 8, 1975

Several days later, on January 8, 1975, DuVall wrote a letter to Woods indicating that the district's next steps were crucial since this would mean the creation of a task force of 12-15 people to plan and oversee the implementation efforts. He said that this task force should be responsible for making recommendations directly to the school board--including the development of a Master Plan which would guide SPECS activities in Anthony for the next two or three years. DuVall emphasized that the task force should be representative of the types of people who would conceivably be involved in SPECS.

DuVall's second suggestion was that a person or persons be selected who would be in charge of the administrative responsibilities of SPECS. DuVall noted that this person should also be a member of the task force.

## Problems and Future Planning -- January 28, 1975

Woods and DuVall met on January 28, 1975, to discuss plans for SPECS implementation in Anthony. After discussing SPECS, Woods informed DuVall of the district's financial problems. He said he had been directed by the Board of Education to trim the budget by $600,000. He stated that it was almost impossible to cut that much from the budget, but that the cuts that had been made "resulted in a loss of seven professionals and four support staff members." He stated that one more Board of Education meeting was "scheduled to discuss the budget and, at that time, even more people could be lost."

Woods said that vocational education people were currently writing a proposal to underwrite the cost of SPECS. He stated that the proposal would include $3,000 per year for materials, 5 days of consultation per year at $150, travel for two administrators to the University of Oregon for one or two weeks, a full-time secretary, and support for inservice time for teachers.

While meeting with Bob Glasgow, Director of Vocational Education and John Barrett, Director of Cooperative Education, DuVall discussed a possible strategy for implementing Component Three of SPECS in the vocational education department. It was the Anthony administrators' assessment that they should begin in the trades and industrial education area which included nine teachers. They planned to schedule a 100-hour workshop session during the summer of 1975 and then provide 100 hours of inservice time throughout the year. Included in the inservice time would be time for preparation and planning. They believed that succeeding years would take proportionately less inservice time for these teachers. At the end of three years each of the teachers would have received approximately 350 hours of inservice and paid planning time.

To underwrite this effort they were preparing a proposal to the State Department of Education for funds allocated under a demonstration program project. They would request $18,000 for the first year, $12,000 for the second and $9,000 for the third period. DuVall suggested that they consider asking for $18,000 for each of the three years, using monies not needed for the initial group of teachers for the broadening of teacher involvement in other areas. In other words, rather than planning for 200 hours for trades and industrial education teachers during the first year, 100 hours for the second year and 50 hours the third year then closing the project, why not write the proposal to include 200 hours for the first year for trades and industrial people, 100 hours for the second year and another 100 hours the following year for some other portion of the department. DuVall then suggested that they phase in the whole department over the three year period rather than stay strictly with the trades and industrial teachers. They responded very favorably to this suggestion and concluded with a statement of their intention to write a proposal for a three-year implementation effort, beginning with nine trades and industrial teachers the first year and expanding over the three years to include all the teachers in the department.

In a March 17 phone call from Woods, DuVall was told of still more budget cuts for the Anthony School District. Woods said that he had been directed by the City Council to cut another $175,000 from his '75-76 budget. (Barrett later reported that this and prior budget cuts had resulted in only minor problems for the district since fifteen professional and eight non-professional employees left the district the following year. Also, Anthony had obtained $60,000 additional revenue. Barrett reported that even though these budget cuts had been necessary, they had not affected the quality of education at Anthony High School.)

Woods also informed DuVall that although the District would allocate no monies for out-of-state travel, both he and Barrett would plan to attend the Conference if CEPM could provide the funds.

## Teachers Workshop -- March 27, 1975

On March 27, DuVall held a workshop for nine teachers and the department head from the vocational education department.

He started the workshop with an explanation of the purpose for the session. He explained that his purpose was primarily, 1) to give an overview of SPECS, 2) to provide the teachers with some knowledge of what would be expected of them in the fall, and 3) to give them a basis for beginning to plan for summer workshops. He next moved to a brief explanation entitled "What is SPECS," giving a five minute overview of Components One, Two, Four, and Five, and then returning to an in-depth look at Component Three.

DuVall was told that the group had been undergoing a year-long inservice training session for writing and using performance objectives, and he found that most people understood performance objectives and their construction. After discussing program objectives in some detail, DuVall next moved to the definition of achievement indicators. DuVall saw no apparent confusion on the part of the teachers by introducing the terms "program objectives" and "achievement indicators" but he did decide to avoid the term "performance objectives" in order to lessen potential confusion based upon differing definitions of the term.

DuVall next distributed a simulation of the Record of Instructional Program Objectives. The group walked through the form and discussed the Objectives and Achievement Indicators. DuVall observed that the teachers seemed to be very positive toward using such a document.

One teacher stated, "I have been using performance objectives all year. But my objectives are so tiny and so pointed that I must have a thousand of them. This helps me in getting at the whole course in a way that is manageable." The same process was then employed for discussing the Record of Student Performance and Instructional Program Summary Report.

DuVall concluded the workshop by talking about next steps, saying that a workshop would probably be conducted in mid-June to give them some experience at working with SPECS. He said that another workshop would be conducted in the fall as a follow-up to the first workshop; thus assuring that the teachers were ready to start school with their courses in SPECS format.

Following the workshop Glasgow informed DuVall that the one person in the group who would be most likely to be negative had spoken very positively about what he saw as the benefits of SPECS. This person had asked Glasgow if it would be alright if he "got a head start on working out program objectives before the spring workshop." DuVall's response to this inquiry was positive, suggesting that any kind of pre-workshop planning that they did would only serve to make the workshop better serve their purposes.

Cole telephoned Barrett on May 7, 1975, to discuss his department's recent SPECS activities. Barrett said that although their federal funding would not begin until July 1, the department planned to begin SPECS activities and to work on their own until then. Barrett planned to meet that evening with nine vocational education teachers in preparation for an orientation workshop scheduled for

June 18 and 19. He asked that DuVall be present at that workshop.

Later that month, on May 12, Woods, Glasgow and Barrett made a request to the School Committee for support for the implementation of SPECS in vocational education. The Committee voted unanimously to support this project. Specifically, the proposal read "to pursue the SPECS Program at the Vocational High School with the knowledge that such a program could be discontinued should it not prove effective."

## Orientation Workshop -- June 18 and 19, 1975

DuVall held a workshop consisting of two six-hour sessions for trades and industrial vocational education teachers on June 18 and 19, 1975, at Anthony High School. In addition, the Director of Vocational Education and the Superintendent were in attendance in the beginning and the Director of Cooperative Education (the SPECS Coordinator) attended periodically.

The Superintendent opened the workshop by indicating his support for the effort, wished the teachers well in their endeavors, and introduced DuVall who identified what he saw as the focus for the workshop. DuVall began by saying his interest was to help teachers to lay out their respective courses in objective format--not to "lay on" what or how they must teach. He said they would initially focus on what student learning was expected (outcomes) not one what the teacher does (process). He explained that SPECS was really nothing new. It would provide a way to organize content and collect information about student performance; however, it would not provide the content nor prescribe the process. He explained that they would spend the first day of the workshop examining course content and course objectives and the second day in applying techniques to daily planning and use of the objectives in the classroom.

At this point, Barrett announced that the department had received notification that morning that it had been awarded a $7,600 grant from EPDA funds to implement SPECS. From these funds, all participating teachers would receive a stipend to compensate them for their summer workshop time and their out-of-school planning time for the next school year.

DuVall worked with the teachers for the next 1½ hours to help them identify student performance which they wished to measure and ways in which to measure it. He later reported that he had sensed some difficulty in accomplishing the task and decided, therefore, to introduce the Record of Instructional Program Objectives to help them. DuVall noted that this seemed to help eliminate the uncertainty of "working in the abstract" and that having a form to complete appeared to raise confidence levels.

After lunch, DuVall explained the term Achievement Indicators. Following a half hour discussion, he asked the teachers to go back to their first Program Objective and to develop Achievement Indicators for it. Then he worked with individuals as they attempted to specify Achievement Indicators for their Program Objectives. The largest difficulty seemed to be in isolating process from the Program Objective and in determining the conditions of the Achievement Indicators.

On the second morning, DuVall opened with a general question and reaction session. The participants expressed concerns about the number of objectives which should be generated and how to judge achievement of those objectives.

Following this discussion, DuVall introduced the remaining materials, examining each booklet in detail. This exercise generated much interest as teachers questioned possible modifications to suit their needs. There seemed to be a tacit fear that they were being forced into a mold and DuVall attempted to reassure them that they would not be pushed into a mold by use of the materials.

DuVall suggested the following tasks for completion during the summer, to which the teachers agreed:

1. Elements, Objectives, and Achievement Indicators to be covered during the first semester be completed.
2. Grade books or Student Record books be ready for use on the first day of school.
3. Lesson plans be completed for the opening of school--perhaps for the first week or two.

After the workshop, DuVall reported the following reactions:

1. The teachers needed the forms to "lean on" in their work. One question which arose continually was, "Am I doing this right?" The need for reassurance was constant.
2. Moving slowly from Elements to Objectives to Achievement Indicators appeared to eliminate some of the confusion of earlier workshops.
3. Most of the teachers had spent a great deal of time in organizing their shops around Performance Indicators. SPECS apparently helped them systematize their previous work.
4. Most teachers wanted to modify booklets to suit themselves. If their previous work was placed at one end of a continuum and "pure SPECS" on the other, they seemed to want something in between.

5. There was a positive, open attitude from teachers who were receptive to learn, but didn't want to be squeezed, forced, or molded. By moving slowly and by recognizing that "pure SPECS" need not be followed to the letter, their confidence was built and their open attitude reinforced.

6. Individual attention may be needed for some teachers, but the seed has been planted, and with careful nurturing, SPECS will grow in Anthony.

## Computer Planning -- August 12, 1975

In a conversation with Barrett on August 12, 1975, DuVall was told that the city was considering purchasing a computer. Barrett said that they were hopeful that the school district could use the computer since this would make the city eligible for an educational discount. Furthermore, he anticipated that if the computer was purchased, work would begin on Component Two immediately.

## Teacher Instruction Materials Workshop -- September 11, 1975

Prior to the September 11, 1975, workshop in Anthony, Barrett collected materials from the teachers who had been using SPECS. DuVall obtained these materials upon his arrival in Anthony and spent about two hours studying them prior to the 11th.

The morning of the 11th DuVall met with Barrett to discuss the day's schedule. DuVall then met with each of the teachers in their classrooms, to discuss their planning efforts. The teachers discussed their work in developing Objectives, Achievement Indicators, lesson plans, time lines, teaching strategies, and materials. Following the meetings with the nine teachers, he met with three other teachers who wanted to join the SPECS effort. DuVall had insufficient time to thoroughly orient them so that they could begin using SPECS materials in their classes; however, he was hopeful that with follow-up by Barrett they could begin.

At the end of the school day, DuVall met with all the teachers in a general session. During this session, he shared general impressions of their work and responded to questions. In his examination of teachers' work and in the discussions throughout the day, DuVall noted several problems which tended to reoccur.

He found that there was inconsistency in the writing of achievement indicators. According to DuVall, often the "level of quality" had nothing to do with the specific "Observable Act," and in some cases the "Conditions" were nothing more than an elaboration of the observable act. In addition, the "Observable Act" among Achievement Indicators was at times inconsistent. For instance, DuVall noted that a given teacher would have one or two well-defined observable acts in the Achievement Indicators but a third would be process. When process or inconsistency was pointed out, however they generally could make the necessary alteration with little difficulty. Level of Quality seemed to be a problem to most teachers in considering individual achievement in a classroom setting. An often asked question was, "What do I do with students who do not meet the stated level, but because of time the class must move on?"

DuVall observed that the Record of Student Performance had posed problems for some teachers. Some felt "locked in" to the Record, its abbreviations, and its format. Others felt a strong need to keep time-based records as well as records of objectives achievement. DuVall's response to these questions was generally to push for flexibility and adaptability, focusing on keeping records of student performance rather than adhering to a specific format. Some teachers had been under the impression that everything done in the classroom had to be specifically related to a behavioral objective. For instance, there had been considerable difficulty in linking assigning seats during the first day of school to a content objective. DuVall tried to show that objectives formed the content structure of courses, but that teachers do many things of both a content and process nature that may or may not be related to a specific objective.

DuVall summarized his experience saying that throughout his work he had tried to provide suggestions for improvement. In many cases, however, he felt he could not because much of their work was excellent.

He noted that the most striking aspect of his time with the teachers in Anthony was their attitude. Uniformly, they seemed to be interested in learning, were open and not at all defensive. Although there was still apprehension, all seemed interested in doing the best possible job.

Another observation was that a great amount of time and energy had been expended. All teachers had at least one six-weeks set of objectives and achievement indicators completed and three teachers had prepared for an entire year.

In addition, all of the teachers seemed to have a good grasp of the structure of their courses. DuVall observed that in each classroom, graphs had been posted which listed the objectives. As each student completed an objective, that objective was marked. In essence, the entire course was displayed and each student's achievement was monitored. Also, there seemed to be a good "feel" for the level of detail to be included in objectives. DuVall believed that this was indicative that the initial introduction to this task was better done than in other introduction workshops he had conducted.

Several of the teachers had adapted SPECS forms to suit their needs. In each case, these showed that the essence of SPECS had been understood.

Generally, DuVall observed that all teachers, except one, had made a very good start. Based on his observations, he felt very positive about the effort in Anthony.

## Meeting with Raymond Woods -- September 11, 1975

DuVall met with Barrett and Woods on September 11. During this meeting, DuVall was told that the high school principal had been relieved of his duties during the summer. This move had been made by the Board of Education without the support of the Superintendent. At this time, DuVall attempted to probe Woods about his role in the change, but Woods would not discuss the details, because, he said, Barrett was present and some details were confidential. In any case, Woods said that through his efforts the Board had agreed to appoint the principal as Assistant Superintendent for the current school year. DuVall was told that the Assistant Superintendent had resigned to return to full-time teaching, but was given none of the particulars surrounding his resignation.

Accordingly, a search had been made to find a new principal, but at about the time the person who was selected was expected to begin work, he resigned. Two explanations for his resignation were given. The first was that he had found another position near his home. The second, reported privately, was that he had discovered that the district had more problems than he wanted.

DuVall was also told that during budget negotiations last spring, the Board had mandated a major cut in janitorial services which resulted in requiring teachers to sweep their own rooms, empty the wastebaskets, clean the chalkboards and clean at specified intervals, "all horizontal surfaces in the room." As might be expected, according to Woods, the teachers were not happy about this requirement. Meetings had been scheduled for administrators to discuss the issue with teachers.

DuVall was informed that the city was moving ahead on its plans to purchase a computer. Woods said that he had met with computer sales representatives and that he was also considering a shared-time computer use with neighboring districts.

## Meeting with Barrett and Teachers -- September 22, 1975

On September 22, Cole visited Anthony and met with Barrett and teachers who were currently working with Component Three. Barrett expressed his satisfaction about the work that the teachers were doing although he said he was aware of some problems. He indicated that DuVall's visit a month ago had been extremely helpful. He said that each teacher had received a moderate amount of money to do the extra work ($250) and recently, three additional teachers had volunteered to learn the system. Barrett said he would continue to seek additional funding for the next year.

Cole asked Barrett to recount some of his observations during the time the teachers had been using SPECS. He said that at the first two workshops the staff did "pretty good" and over the summer they had looked at the materials. He said that only two of the teachers had seemed to have difficulty with the materials. Therefore, he had helped them make revisions to suit their needs. Barrett said he had found that those teachers who had been involved in a Task Analysis experience in recent months, seemed to have less difficulty with SPECS.

Barrett noted that once a month the staff met to discuss what each of them was doing regarding SPECS. A three-person Craft Advisory Committee had also been set up to advise and act as a liaison agent to teachers. It was this Committee's responsibility to approve the goals and objectives, which, once approved, would be passed on to the teachers.

Barrett said that Woods was aware of what the teachers had been doing. He said that he had provided a quarterly report to Woods for the Board and thus far, Woods had seemed pleased.

Barrett said he wasn't sure how they would proceed, but he felt that in three years the total vocational department should be using SPECS. He also said that if more money were available for releasing teachers or paying them extra, more vocational teachers would probably be interested in trying SPECS.

Barrett talked for a few minutes about improved social relationships among the teachers, saying that he thinks they have much more of a "feel for people" now. He also went on to say that he thought the practice of writing objectives was important. He felt that a well-defined curriculum was important so that the students knew where they were. He noted that even the poor teacher could pick up such a program and look reasonably good. In addition, Barrett felt that SPECS should also give "more justification for a course."

In summary, Barrett said that he was pleased with the results he was receiving, however, he realized that they had a long distance to go before they would have a total system. Furthermore, he was insistent on attempting to procure additional funds for the upcoming year. At the close of the meeting he made arrangements for Cole to talk with as many of the teachers as possible.

Cole then met with seven of the nine vocational teachers currently using SPECS. Summaries of those meetings follow:

Cosmetology Teacher

She emphasized that she liked the program and found DuVall's assistance to be helpful. Now, she said, she feels like she is "getting somewhere" and is learning that it helps to plan ahead because she then has time to look for materials to use. She said that she had spent five hours laboring over one objective and planning for the correct sequencing of the objectives. DuVall had helped to simplify the process. She also noted that it would have been helpful to see materials prepared by other teachers besides the home economics materials which she had been given as an example.

## Drafting Teacher

He explained that his initial contact with SPECS was very confusing; however, after he was shown the materials, he could make some sense from it. Still, he thought that "it was just another way of handling curriculum development." He said that prior to SPECS, he had "not thought much about pre- and post-testing" and is not confident that he would want to do it every time.

He had found that having the objectives available had made no difference in communication with other teachers. He said that he had spent 175 hours on SPECS and probably only 20-30% of that time would have been spent without SPECS. He also said he had spent 128 hours in three weeks prior to school. He indicated that for his efforts, the district had paid him $250.

He said that he had no concerns regarding teacher evaluation and the use of SPECS data and also said that DuVall's assistance had been helpful.

## Sheet Metal Teacher

He said that he was quite confused by SPECS at first but he felt that "it would gradually fall into place." Now most of the work was going smoothly. "Terminology was a minor problem" but he said he just kept working at it. He said that he had spent 35-38 hours in planning (four hours per week) and DuVall's suggestions had helped him eliminate some unnecessary work.

So far, he said he had not started recording student performance data; however, he felt that his work would enable him to explain in detail how students had performed. He emphasized that he was now planning in much greater detail.

## Electrical Teacher

He was a first-year teacher who had had experience in industry during the past ten years. He said that prior to his applying for the job, the administration had decided to change the curriculum; therefore, his job description was specifically supposed to match with his experience and abilities. He said that DuVall had gone over the program with him but that he was still in the process of deciding what he would be teaching.

## Machine Shop Teacher

He said that he had written objectives prior to SPECS; therefore, all he needed to do was to transfer them to a SPECS format. He thought it was a better way to disseminate information; however, he said that he never shows his objectives to other teachers. He said that he gave grades on the basis of tests and projects. He found no problem in thinking in measurement terms of quality since most of the standards with which his students were working had already been established by industry.

## Agriculture Teacher

He was one of the five teachers who had worked on the Task Analysis project and Barrett had thought that moving into SPECS would be simple for him. He agreed and said he planned to try it in the adult education class beginning this week.

## Cosmetology Teacher

She indicated that she was having trouble getting on paper what she expected from students. She said that she thought she was too wordy and wrote lesson plans instead of objectives. She said that although she had had three classes in writing behavioral objectives, she still had trouble looking for big chunks of curriculum. Since the State Board of Hairdressers already goes through the text and picks out areas for study, she had found it difficult to see what she could add or how it would fit in with SPECS. She was confident that students knew what was expected of them since they worked from a procedures sheet. She said that she had spent about 20 hours this summer working out a unit and stressed that time had been a major problem.

### New Principal -- September 29, 1975

A new principal was hired at Anthony High School on September 29, 1975.

### Conversation with Barrett -- November 14, 1975

Cole phoned Barrett in mid-November to discuss recent SPECS activities. Barrett said that although teachers had been very busy with SPECS activities since their last contact, there had been no problems.

He said that they were currently writing a proposal to be submitted in December which, if approved, would provide additional funding from the State Vocational Education Department.

In addition, he said that they planned to revise the department budget in February and that they would welcome DuVall's assistance at that time.

### Meeting with Trades and Industrial Teachers -- February 26, 1976

DuVall met with all but three of the trades and industrial education teachers from 9:00 am until noon. They had wanted to discuss the use of Component Two in their department and it appeared that they already had the structure of Component Two operation in place. Their department was currently operating under its own budget, and each course was budgeted separately and costs were accounted for within the departmental operations. The discussions turned more from the development of such a program to ways in which they could use such data to insure what they considered their "share" of the district's overall budget. DuVall indicated that Component Two did not provide a way to solve appropriations problems, but rather, it provided information which they would have to use in their dealings with the central office. They inquired about forms used in other districts which might help display data in a more usable fashion. DuVall left examples of forms from several districts with them and suggested that they adapt them to suit their own needs.

It was apparent that most of the teachers were doing a good job with specification of achievement indicators and using these as a basis of their teaching. There were still some teachers who found it difficult to separate classroom process from student learning outcomes, but on the whole, progress was being made.

Several teachers indicated support of the general notions underlying SPECS, but expressed inability to use the forms, particularly the Record of Student Performance, exactly in the way suggested. All teachers appeared to be using all materials, but had made substantial adaptations to suit their own purposes.

SPECS appeared to be moving along well in the Vocational Education Department in Anthony.

## Spring Conference -- May 16-19, 1976

Five people represented Anthony at the SPECS Spring Conference including Superintendent Woods, Cooperative Education Coordinator John Barrett and three vocational education teachers who had been using SPECS throughout the past year. Since CEPM could pay the expenses for only four participants from the site, the group decided to finance the expenses for a fifth participant. (After the group made this decision, the Board of Education agreed to allocate funds for their participation.)

During the presentation of site activities in Anthony, Barrett described the implementation of SPECS Component Three in the vocational education department including the areas of food trades, cosmetology, drafting, building construction, automotive, machine, sheet metal, distributive education, electronics, agriculture, business and health. He said the teachers in the vocational education area felt there was a need for something like SPECS to coordinate their program. Barrett said that they had not looked for district-wide implementation, but instead, the staff of nine vocational education teachers had been asked to voluntarily participate. He said that the staff's main concern was that SPECS was an accountability model, and although the nine teachers agreed to participate, they were not all sold on SPECS. In addition, there was confusion about what SPECS really was and the amount of paperwork which would be involved. After writing an EPDA proposal and receiving funding, teachers began writing objectives and developing their own forms which would better fit their needs. Barrett said that teachers currently were working at the junior level and, since the department had received continued EPDA funding, they would be using SPECS at the senior level during the coming year. He said that they then planned to enter into budgeting and follow-up studies. Although Barrett was unsure of what steps they would take after that, he said he was hopeful that they would be able to implement

SPECS throughout the whole vocational system including the elementary schools. However, he anticipated that this could take three years. Barrett said that generally, all nine people involved with SPECS were using it and seemed to be excited about it.

Ralph Tipton, a sheet metal teacher, discussed how he used SPECS in his classroom giving Conference participants a set of instructional materials which he had developed for planning and recording objectives and outcomes. Tipton said that SPECS had helped him to make decisions about how to allocate time in his courses and since it pointed out those areas which needed additional emphasis and those which needed less emphasis. In addition, he discussed how students were evaluated and the use of a profile sheet describing the objectives which each student had achieved.

Ron Dickson commented that in his automotive classes, students were not all able to work on the same problem at the same time. Therefore, his instruction was necessarily more individualized, resulting in a somewhat different approach than the one used by Tipton.

When asked if SPECS seems to have any impact on students in the SPECS classroom, Wayne Murdock replied that, as far as he could determine, there was no effect on student results but SPECS did make it easier for him to organize his course. Tipton said that SPECS made it possible for students to know exactly where they stood in the course. He said that posting a chart of those objectives which had been achieved served to inject an element of competition among students.

Woods concluded the presentation by saying that the teachers had done an excellent job with SPECS and that he believed their involvement had set the pace for SPECS in the district. He said that he now expects this influence to spread in Anthony.

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# Beecher Public Schools

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## District Description

The Beecher Public School District is located in a residential area near a major Eastern seaboard city. The district enrolls approximately 3,500 students in its six schools, elementary, junior high and high school. The town, located in a well-known and historic area, prides itself in preserving the old and beautiful. Nevertheless, it is also an area that seems eager to experience innovations in education, as evidenced by a new open-concept junior high, programmatic budgeting, and a physical education program which includes community participation.

## Initial Contact -- Summer 1974

In June 1974, SPECS Development Team member Lloyd DuVall met with Steven Erickson, Assistant Superintendent for the Beecher School District, Robert Meadows, Superintendent, and Ed Kenney, SPECS Consultant from a nearby metropolitan university to discuss the possibility of implementing SPECS in Beecher. Kenney had worked with the district earlier in a non-SPECS related role. During this meeting DuVall was informed of the district's on-going activities for developing "information-based administration." In a letter to Meadows after this meeting DuVall noted that he had been "impressed with the quantity and the apparent quality of the work done in the district."

In a June 28, 1974, letter to DuVall, Meadows indicated that his district was interested in being considered for the SPECS Program. He said that, as indicated in the meeting, the original proposal had been given to the Beecher School Committee who had responded positively.

In a July 5, 1974 letter to Kenney, DuVall discussed his considerations for implementing SPECS in Beecher. He noted that Beecher would represent a different set of circumstances than had been encountered in other districts which had chosen to implement SPECS. Since Component Two work was well advanced in Beecher, DuVall questioned Kenney's opinion on whether he thought they should accept this work as it was with no further concern for Component Two activity. DuVall stated that this and other considerations would play a major role in the development of a Master Plan for the district. He suggested to Kenney that, in addition to the implementation of Component Three, attention should also be given to the refinement and development of other SPECS-type activities in which the district was already involved. DuVall indicated that this would insure that the district would view SPECS in its systematic wholeness, insure that those efforts related to SPECS would receive primary consideration in the Master Plan and provide a rationale for identifying the district as a possible field test site.

On July 11, Kenney sent a memorandum to Erickson outlining possible steps for a pre-implementation phase for SPECS. According to Kenney, the purpose of this phase would be to involve appropriate personnel in training and planning activities toward the development of a Master Plan to present to the School Committee. Kenney suggested that two or four months be devoted to this activity, with a task force made up of administrators, Beecher's School Committee, teachers and community representatives organize to carry out these efforts. He also suggested that a smaller related working team might be organized which would serve as a decision-making group.

Kenney outlined several decisions which would need to be addressed by the group:

1. Which components of SPECS should be implemented?
2. At what rate should implementation take place?
3. In what buildings, departments, subject areas, etc., should Component Three be implemented?

In addition to his outline, Kenney noted the importance of developing a time schedule from which the planning team could work and also the need for identifying the probable costs of implementation.

In September, DuVall contacted Kenney about arranging a meeting with Meadows to discuss SPECS activities in Beecher. Kenney said that he had had no contact with Meadows, but would try to arrange a meeting. Several days later Kenney contacted DuVall saying that there seemed to be little desire for a meeting since little had been done in the district regarding SPECS.

### Limited SPECS Activities -- Fall 1974

On November 5, 1974, Development Team members Barbara Cole and Lloyd DuVall arrived at the Beecher District Administration Building for prearranged 12:00 meeting with Meadows. However, as a result of some miscommunications in Beecher, the meeting between Meadows, Cole and DuVall did not take place.

## Meeting with Meadows and Sohlich -- March 26, 1975

DuVall met with Superintendent Meadows and Administrative Assistant to the Superintendent for Curriculum Fred Sohlich on March 26, 1975. At the outset of this meeting, the Superintendent informed DuVall that the district was facing a serious problem due to declining enrollments. To meet this problem, the administrative staff was thinking through criteria for making decisions about cuts in programs, services, and staff, and Kenney had been serving as a consultant in developing these criteria. As part of these criteria, they saw the potential implementation of SPECS as an adjunct portion, but not a central theme.

They discussed the role of SPECS in the district and efforts expended to date. Meadows and Sohlich informed DuVall that nothing had been done on SPECS since the SPECS Conference last fall. Both assured him, however, that they were still interested in SPECS, specifically Components Three and Five. They noted that the district already had a well-developed Component Two capacity and had done extensive work in Component Four; therefore, their immediate interest was in Component Three.

During the past week, the education association in the SPECS pilot site had written letters to educators within the field test sites, stressing their feelings about the implementation of SPECS in their district. DuVall showed them copies of both letters from the SPECS pilot site and discussed the manner in which the SPECS Development Team was planning to deal with the issue at the Spring Conference. Meadows stated that of his six-million dollar budget, $9,000 had been budgeted for out-of-state travel, but due to economic conditions, this amount had to be reduced. He saw the $9,000 as more of a political issue than a monetary one, since the expenditure of funds for out-of-state travel was a difficult expenditure to explain to the public. Meadows stated that since the Center for Educational Policy and Management (CEPM) would support travel costs for two persons from Beecher, only two Beecher representatives would attend. DuVall suggested that if they were planning to implement Component Three during the next year that it would be well to send someone who could represent the instructional division of the district.

While discussing the choice of an instructional area in which to begin Component Three, DuVall suggested a department or building which was already strong and where SPECS could provide a focus for staff development. He suggested an alternative would be to choose an area which was weak and allow SPECS to be a vehicle for strengthening that instructional area. A third suggestion was that they might choose an area in which leadership was already very visible and by that virtue of already identified leadership, SPECS would serve as a vehicle for strengthening that leader's role. After discussing areas in the district that might be logical choices, Meadows and Sohlich agreed to think through the issues. They also agreed that their choice of a person to attend the Conference would reflect their choice of area for implementing Component Three. DuVall suggested seeking volunteers, such as a school principal, a department head or unit leader. Meadows reacted negatively to the suggestion stating that he would rather identify an area for implementation and then ask the person responsible for his/her cooperation. It was his feeling that Component Three should be viewed as a model and that they should choose the area with the highest probably of success since this would substantially heighten the possible success of SPECS throughout the district. Meadows concluded the discussion with an apology for miscommunication which resulted in DuVall and Cole's being unable to see him when they were in Beecher in November.

As a postscript, they began to discuss the possibilities of implementing Component Three in physical education K-12, and the possibility of sending the physical education chairperson to the Conference. Meadows inquired about the physical education program in the SPECS pilot site, wondering if it would be worthwhile for the chairperson from Beecher to spend time with the chairperson in the SPECS pilot site. DuVall sensed that Meadows was concerned that the person from the pilot site be able to relate to the many questions which the Beecher chairperson would likely pose. DuVall indicated that he would follow-up and try to give them some indication of the type of leadership in the pilot site physical education department.

## Spring Conference Attendance -- April 20-23, 1975

The second SPECS Field Test Conference was held in Eugene, Oregon, thus enabling participants to visit the pilot site. Sohlich and Bill Harper, the physical education chairperson, attended the Conference. In addition to learning about SPECS and implementation strategies, the two Beecher representatives visited the University of Oregon's physical education department.

Meeting with Sohlich and Harper -- June 23, 1975

On a visit to Beecher in June, DuVall met with Sohlich and Harper to discuss their SPECS activities since the Spring Conference. Sohlich said he planned to form a districtwide committee composed of two persons from each level, elementary, junior high and senior high. This committee would meet for two weeks during the summer to consider district program evaluation. Sohlich planned to introduce SPECS as one model which the district might use. He said he had chosen committee members whom he believed to be positive toward such an approach; however, he did not intend to dictate the committee's course of action.

Harper told DuVall that the physical education department was moving ahead with their plans to implement SPECS. He said that SPECS would be implemented first in the high school, moving next to the junior high, and then to the elementary schools.

According to Harper, a workshop had been scheduled for the summer for two of the seven senior high physical education teachers and one junior high teacher. These three people would study SPECS in relation to their program and recommend a go/no-go decision to the administration, who would in turn make a recommendation to the Board, which would be responsible for the final decision. Presuming a go decision in each case, the committee of teachers would then begin to pilot SPECS in at least one course in physical education in the fall of 1975. Also, planning would begin as a part of the normal inservice time (release time was provided every Wednesday afternoon) for additional courses. During this time, the other five senior high teachers would be oriented and also asked to begin planning. Harper said that during the second semester of 1975-76, all teachers in the senior high physical education department and one teacher in the junior high would be using SPECS for a portion of their work.

In summary, a districtwide teacher group would be considering SPECS during the summer and at the same time, the physical education department would be moving ahead to implement SPECS in the succeeding years.

Sohlich said that their budget had been approved by the voters; however, he believed that in the future, budgets would be under greater scrutiny by towns people since enrollments were decreasing at the rate of 100 students per year. It was estimated that one elementary school would possibly be closed in two years. This estimation, plus the anticipated budget needs, according to Sohlich, was forcing the distirct to develop carefully laid plans to cope with these changes. He felt that one portion of these plans must include program evaluation.

Sohlich believed that recent events in two neighboring towns might have an effect on program planning in Beecher. In one town the content of courses K-12 had been debated in the local newspaper. Controversy had been generated in the community resulting in teacher defensiveness and community dissatisfaction. A similar condition developed in physical education in another nearby town. Sohlich and Harper believed that such dissatisfaction in surrounding areas could provide an extra incentive for Beecher teachers to engage in program planning and evaluation.

DuVall was told that earlier in the spring an almost total reassignment of principals to buildings in the district had been announced, causing concern among principals, teachers, and the community. The reaction had been so strong that the reassignment was not completed, but the district planned to reassign administrators in another year. This event was cited as evidence of community concern for the schools.

## Meeting with Beecher Physical Education Teachers -- July 3, 1975

On July 3, Cole met with two physical education teachers and Harper. Cole was told that the three had been working two days prior to her arrival, reading the SPECS instructional materials that Harper and Sohlich had received at the Spring Conference. They indicated their frustration since they could not see how the materials could meet all of their needs. Specifically, they were concerned about the amount of detailed daily planning needed and how to record student performance data. Cole explained that the materials were a vehicle to develop the intent of SPECS rather than an inflexible tool. In order to alleviate their concern about SPECS not allowing for teacher individuality, she explained that if teachers could agree on program and course content, the instructional process could be left to the individual teachers.

## Report to School Committee -- November 1975

In November 1975, the Report by the Physical Education Committee on SPECS written by Harper, was submitted to the School Committee. This report was accepted by the Committee, and Harper was encouraged to begin implementation of Component Three in the badminton and field hockey programs, as the report had recommended.

The report outlined recommendations for implementation, to be piloted during the 1975-76 school year. The report suggested that two teachers who had volunteered begin the implementation in their badminton units, using common objectives which had been agreed upon by the two teachers and Harper. However, the teachers would be able to use their own methods for achieving the objectives.

The report defined the purpose of this program as being "to have the student reach a level of competency by means of self-testing, individual, and extra help." It explained that students who did not reach the prescribed levels of competency would have numerous opportunities to be retested.

In addition, four other recommendations were outlined including:

1. The development of an individual card system showing student progress, initiated immediately and readily accessible to all teachers. This card system would enable a teacher to know what levels of competency had been achieved in each unit of activity.
2. Continuous evaluation of the pilot program by means of general staff meetings, individual teacher plans, and recommendations.
3. A review of the pilot programs by the entire physical education staff and SPECS Committee before introducing Component Three into the entire high school physical education programs.
4. The summer of 1976 be devoted to updating and publishing a revised elementary and junior high school curriculum with the idea of introducing Component Three at these levels. The updating should be undertaken with or without the implementation of Component Three.

## Meeting with Harper and Sohlich -- February 26, 1976

At the beginning of the meeting with Harper and Sohlich, Harper told DuVall, "I am more convinced than ever before that SPECS is the way to go." He stated further that, "This approach gives an objective base for grading," and "Kids will change from 'I've had that' to 'I can do that'." Harper reaffirmed his strong support for the SPECS work that he had been doing.

To this point in time, neither Harper nor any other teacher had actually used SPECS in their teaching. Rather, the work to date had been focused exclusively on planning. Beginning April 1, however, two sections of badminton were taught using the SPECS materials and approaches developed to date. Harper anticipates that the SPECS application will be expanded to include fencing, tennis, and one team sport in the near future. He also stated that he had been meeting with all the physical education teachers in the district to discuss a time table for moving completely to a competency-based program. He indicated that such a program might be possible in a year or two.

Both Harper and Sohlich indicated that the elementary physical education teachers were hesitant to move to a compentency-based approach because of the perceived amount of time required for pre- and post-testing. Harper indicated that he thought that it would be possible if he moved slowly and the staff understood the value of such a program. He stated further that he would like to be 100% on a compentency-based program in the high school if summer planning time is made available to the staff. In conclusion, he remarked that, "It forces you to decided what is most important to teach and the school committee is 100% behind us."

Sohlich supported Harper's statement about school committee support. Department members had prepared a curriculum plan which was presented to the school board earlier in the school year. This document was received warmly by the board and supported Harper's plans for moving with a compentency-based program, specifically SPECS.

Sohlich added that the Board of Education had approved an earmarked development fund for expenditure next year. In addition to curriculum and staff development dollars allocated, the Board established a fund to provide monies for teachers to engage in special program development work. Under the plans adopted, teachers would submit proposals to the administrative staff in the district. The money would be allocated on the merit of the individual proposals. Sohlich anticipated that some of that money might be used by teachers for program evaluation work.

Sohlich indicated interest in attending and willingness to share their work to date with the Spring Conference participants.

## Spring Conference -- May-16-19, 1976

Beecher was represented at the final SPECS Field Test Conference by both Sohlich and Harper, who jointly discussed the progress of SPECS implementation in Beecher.

Sohlich began by stating that Beecher's involvement with SPECS was mainly in Component Three, although the district had also been involved in the development of a program budgeting system. The greatest benefit of Component Two work, according to Sohlich had been that district personnel could now present more detailed and precise information about the budget to the community.

Sohlich said that three years ago he had begun to look at SPECS-like Component Three activities upon the school committee's request for program evaluation. He explained that physical education was chosen as an area for piloting this activity, and asked Harper to explain the results of this implementation.

Harper opened by saying that his attendance at the second SPECS Field Test Conference in Eugene had helped him learn what not to do, after talking to teachers at the pilot site. He said that he had found SPECS to be valuable after having implemented it in a badminton course, since it had forced him to decide what was important in the course. He presented a series of slides, explaining the activities in which students had been involved in the course. Harper said he had found SPECS to be valuable to his students as well as to himself. According to Harper, the students were now able to better understand the objectives and seemed to enjoy the course more, particularly the pre- and post-testing.

Harper said that plans now called for expanding work in Component Three into the entire physical education program in the high school, with possible later implementation in the elementary school. Ultimately, he believed Component Three would be implemented in other areas, with the district currently considering implementation in one area in each of the elementary schools and foreign languages at the junior high level.

## Report to School Committee -- May 1976

In May 1976 the School Committee agreed to have four physical education teachers, two junior high and two high school, work in the summer on the second phase of the SPECS project. The outline of the project was as follows:

1. Objectives:
    a. To analyze the data gathered from the evaluation of two high school physical education units.
    b. To prepare additional high school physical education units for program evaluation utilizing the SPECS model.
    c. To prepare one junior high school physical education unit for assessment using SPECS.
2. A report will be developed on the results of the two high school physical education units which were evaluated during the second semester.
3. Recommendations and implementation schedules will be developed for the evaluation of other high school physical education units and the initial evaluation of a junior high school physical education unit using Component Three of SPECS.

This chronology was developed by the staff of the SPECS Program within CASEA, the research and development unit of the Center for Educational Policy and Management (CEPM) at the University of Oregon. CEPM is supported in part by funds from the National Institute of Education (NIE). Opinions expressed in the chronology do not necessarily reflect policies or positions of either CEPM or NIE, and no official endorsement by either organization should be inferred.

# Benedict Public Schools

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University of Oregon
Eugene, Oregon
1976

## The Community

Benedict has a population of 20,000, many of whom are insurance executives, and medical interns. It could be described as a white, upper middle class, bedroom community, with, at most, 25 non-white families in the town. The community is in a constant state of transition since the insurance executives move and the physicians complete their internships. American history plays an important part in the lives of Benedict residents, as many of the buildings and houses in and around the town date back to the mid-1600s.

## The School District

The school district, whose boundaries are the same as the town's boundaries, serves 5,800 students in six elementary schools, one junior high school, and one senior high school. Although the community is relatively affluent, having the second highest per capita income per student in the state, school officials are quick to point out that their per pupil expenditure is low in comparison to the rest of the state. An example often cited is the nearby West Orient School District which receives nearly 5,000 tax dollars for every student while Benedict receives only 2,000 tax dollars per student. For the past ten years the district has participated in Program CARE, a program designed to integrate Orient minority students into the Benedict schools.

In recent years the community's priorities have changed. Traditionally, Benedict's schools had been college-oriented with 75 to 80% of the students attending post-secondary education programs. More recently Benedict students have chosen not to attend college; consequently, one of the elementary schools was recently converted to a vocational center.

Most of Benedict's teachers belong to either the American Federation of Teachers or the National Association of Teachers.

The Board of Education, all of whom are college graduates, includes a homemaker, a business executive, an engineer, an attorney, three educators, and a research director for an insurance company. They described the role of the School Board as being one of "low-key, policy-making," Board policy states that the pupil-teacher ration must not exceed 25 to one; however, the actual pupil-teacher ratio is lower, being 24 to one in the elementary schools, 22 to one in the junior high school and 19 to one at the high school level.

## Initial Contact with SPECS -- November 16, 1973

Benedict's initial contact with SPECS was made during a PPBS Conference on November 16, 1973, which was held in New York City. Following the presentation made by a SPECS developer and the Director of General Learning Corporation's Educational Field Services, a marketing letter was sent to school districts in nearby states. Robert MacArthur, Benedict's Assistant Superintendent for Curriculum attended the presentation and later answered the letter indicating that he was interested in obtaining further information about SPECS. In addition to being responsible for curriculum, MacArthur was also in charge of planning and evaluation for the district. His interest in planning and evaluation had recently led the district to participate in a study of evaluative processes of secondary math, which was conducted by the university.

Assistant Superintendent MacArthur contacted the regional SPECS consultant, Al Porter, to obtain additional information about SPECS. Porter explained that the next step in learning more about SPECS was to become involved in planning and suggested that MacArthur, along with other administrators, meet to consider the best was to include teacher involvement in the process. Such a meeting was held and plans were made for an orientation workshop which would include central administrators, several principals and selected teachers from the elementary, junior, and senior high schools.

Porter later conducted this workshop, the purpose of which was to present the five components of SPECS. Although several workshop participants asked to evaluate the workshop at its close, Superintendent Westlake rejected the idea, opting for an evaluation meeting the following Monday. During that meeting, workshop participants decided not to pursue further affiliation with SPECS. Furthermore, they began to reconsider their present educational policies, how productive they had been, and what further action should be taken to provide the best education for Benedict students.

## Interviews with Workshop Participants -- June 12, 1974

On June 12, 1974, Development Team member Barbara Cole, met with the central administrators, principals, and teachers, who had participated in the orientation workshop. The purpose of these interviews was to determine how and why the decision not to implement SPECS in Benedict had been made. Interviews were conducted with twelve of the individuals who had attended the workshop, ranging from the Superintendent to classroom teachers. Most of the participants agreed that the workshop was unsatisfactory in format, content, presentation or other areas. For ease of organization, responses have been grouped under three main headings: (1) central administrators, (2) building administrators, (3) teachers, including (a) elementary, (b) junior high, and (c) senior high.

The interviews were informal, with an attempt to make the opening questions very broad or general. The following are examples of the questions which were asked at the beginning of the interview:

1. When and under what conditions did you first learn about SPECS?
2. What occurred in the SPECS workshop?
3. What went into the decision not to implement SPECS?

Because of the open-endedness of the questions, statements often included comments about the respondents' educational philosophies and the way they viewed their roles within the educational setting.

## 1. Central Administrators

### A. Russell Westlake, Superintendent

The Superintendent commented, "We (as educators) need goals and objectives simply because somebody said we need them." He said that there had been resistance to goals in the state because most teachers felt it was an attempt to weed out teachers.

He felt that Porter had "bombed" in the workshop--he used the typical sales pitch. He said he had passed out a large compilation of papers, then showed a 10 x 14 bound set of procedures to be followed but said the books were out of print. Westlake felt that Porter could show no need for most of his suggestions but rather gave the impression that Benedict should follow them because he said they should. He stated that Porter's experience with SPECS seemed to be somewhat limited, citing that the mimeographed sheets that were passed out were of no importance to Benedict.

B. Leonard Renfrow, Assistant Superintendent

He admitted that even before the workshop he had been very leery of SPECS for several reasons. First, the paper work involved would be monumental and there was little to be gained. They had already gone beyond the "make-work stage" since they already had behavioral goals and knew about output theory. The grading system would also be taking a step backwards since they already used a narrative approach.

Renfrow stated that his impression was that Porter knew very little about Benedict people, was poorly prepared and the entire experience was meaningless to Benedict personnel.

C. Robert MacArthur, Assistant Superintendent (Responsible for Planning and Evaluation)

MacArthur described a distance between himself and his community. He said that he had lived through the Depression "with holes in his shoes," saying that he finds snob-appeal in Benedict. He stated that when Benedict parents learn of problems they say, "OK, take care of it, but don't bother me." According to MacArthur they can afford things to replace people. He said that he wanted performance objectives but was having difficulty selling others on the idea. In speaking of the project with the nearby university he stated, "I still cannot convince people of its worthwhileness or why I was willing to spend $2,000 on it." He said that SPECS was not showing teachers something that they could not or were not doing, and he couldn't fight that. He felt that SPECS was a threat to teachers because they were concerned about their jobs. The elementary level teachers were receptive; however, the senior high teachers were resistant. He described the high school teachers as a "rigid, subject-centered, unimaginative group which is not pupil-centered."

MacArthur blamed the high school teachers for throwing Porter off ground at the beginning of the workshop; therefore he didn't stick to the outline. In addition, when the teachers asked Porter about materials, MacArthur felt that he was unable to come through, leaving a bad impression.

### D. Charles Bond, Benedict Educational Association President and Elementary Teacher

He initially commented that he thought there was a personality problem with MacArthur and the teachers. MacArthur tried to "ram things down the throats of the teachers." He said that he thought SPECS was probably good (before MacArthur arrived at the workshop), but he had to go through an interrogation to consider it objectively. Bond commented that it was important that Benedict first be looked at as an in-house situation and then perhaps, someone should be brought in from the outside. He felt that they were looking at the solution before they had studied the problem. He believed that PPBS was too mechanical and that it lacked humanity and the opportunity for personal decision-making. Although it might be a good system for other districts, in his opinion SPECS or PPBS was too regimented and business-like for Benedict. He stated that SPECS had too much paper work for him and that he was afraid that a lack of time would force him to group students rather than teach them individually. He felt that SPECS was probably better for the high school, but the elementary classroom was too diverse to make SPECS useful. Finally, he said Porter was simply in the wrong place at the wrong time. His presentation was good, but teachers were just not ready to buy it.

## 2. Building Administrators

### A. Leslie Green, High School Principal

He said that he had received the SPECS literature from MacArthur and therefore, given no other information, he had resented it. However, he left the workshop unconvinced that the help which SPECS could provide was actually needed in Benedict. He stated that it was a tough budget year with cuts being made, and spending funds for SPECS would be difficult. Green pointed out that teachers were afraid that they would be identified and held accountable.

He said that Porter wasn't given a fair chance since teachers went to the workshop on an unpleasant background with the university. He was not critical of Porter, given the short time he had for the presentation. Furthermore, he stated "I do what I'm told to do," (referring to attending the workshop).

### B. William Holcomb, Junior High School Principal

Holcomb said that there seemed to be no concrete facts for SPECS--therefore, a negative image was presented. In referring to the community goal definition "aspect" of SPECS he said that his past experience indicated that the community should not be involved, since they did not know what went on in schools or what should go on. Therefore, he termed the idea of community goal definition as "ridiculous."

He commented that Porter had been "shot down in the beginning and therefore, he didn't stand much of a chance."

### C. Linda Lee, Elementary School Vice Principal

Lee believed that the district was beyond what SPECS was suggesting. "They are well into the budgetary work. It would fit in with some of the work teachers are doing, but SPECS is one step behind where we are. The value of it to teachers is simply articulating curriculum." She pointed out that MacArthur simply could not communicate with people, and it would be difficult for him to convince teachers of anything. In fact, she had not voted down SPECS; instead, she voted for expertise in the community. She felt that many teachers saw SPECS as being threatening since time was one of their major concerns. She also saw SPECS as being too rigid or too difficult to fit in with their system. In addition, she believed that there was no such thing as an honest tool to measure progress made by students.

Although Porter indicated on several occasions that he was not there to sell a new program, she nevertheless felt that he was. Lee also said that there were lots of interruptions in the workshop which didn't help the situation.

## 3. Teachers

### A. Howard Olson, Chairman of High School Science Department

Olson admitted that he was the most vocal about SPECS of any of the workshop participants; however, he did not object to SPECS. He did object to Assistant Superintendent MacArthur who did not evaluate what the district had already done. Furthermore, Olson said that he had little faith in education administration. He thought SPECS was inflexible. (An example: Porter did not want to deviate from the workshop sheets.) He saw problems with community-defined goals saying that most of the community's goals differed from the teachers' since the community was very traditional and conservative.

Olson saw SPECS as a commercial organization selling only for profit as indicated by the high pressure exerted by Porter.

B. Gordon Penn, Science Department Coordinator, Junior High

Penn stated that he disliked the SPECS workshop materials and, as he looked at all of them, he wondered when he was going to be able to teach. In addition, he was not convinced that SPECS could handle the job that needed to be done.

He described Porter's approach as "booksalesman-like," saying that he presented nothing in which teachers were very interested. He also stated that he agreed with Snow's comments concerning Porter's errors in the presentation.

C. David Snow, English Department Coordinator, Junior High

Snow said that people dislike acronyms and since SPECS was an acronym they had negative impressions even before the workshop. He saw the amount of paper work in SPECS to be overwhelming.

He provided a list of errors that were made during Porter's presentation:

(1) There was limited eye contact.

(2) The materials took too long to explain and materials were no longer in print.

(3) Porter appeared bored with what he was saying.

(4) Porter skipped over too much of the material.

(5) The slides were mediocre.

He said that teachers generally felt very much "put-down" by the whole presentation.

D. Darlene Weaver, Elementary Teacher

Weaver had heard about the workshop by way of a letter from MacArthur and was unsure of why she was being asked to attend, as were others. She pointed out that there was antagonism between the secondary teachers and MacArthur. She later heard that Porter had been forewarned and told of the teachers' biases. She felt that SPECS dealt with everything except people. Specifically, she felt it dealt with facts, not people.

Weaver complained that the workshop was held in a "stuffy little room" which got things off to a bad start. In addition, it seemed that Porter had not read the group very well.

E. James Ziel, Elementary Teacher

Ziel felt that there was no way to actually measure progress made by students, and was unconvinced that SPECS could help. Ziel stated that he didn't know why he had been asked to attend the workshop and he couldn't understand why they didn't wait and work on this during the summer.

He felt that there was "too much discrepancy between where we were and where Porter thought we were." For example, too much time had been spent on the budgeting aspects of the program.

No additional contact was made between the SPECS consultant and the district; therefore, no data was gathered about future activities in the district.

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# Bethune River Public Schools

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University of Oregon
Eugene, Oregon
1976

## The Community

The Bethune River School District is located in a suburban area outside a major mid-Western city. According to a 1973 study of the district, a primary motivating force for moving from the inner-city to the suburban area of San Luell is the disillusionment and dissatisfaction with the urban school system and the myriad of problems within the urban setting. The report indicated that families who moved into the area would likely be conservative, attuned to a college preparatory program and would come from a variety of ethnic, racial, and cultural backgrounds.

## The School District

District enrollment is growing thus increasing the need for additional space. The district has recently completed building a new administration building and an open concept elementary school. The district's 4,700 students currently attend the four elementary schools, two middle schools, and one senior high school.

The district's central administration includes the Superintendent, Assistant Superintendent for Curriculum, Assistant Superintendent for Business Affairs and various directors, including one established in January of 1975 for Planning and Evaluation.

## Meeting with Superintendent-July 10, 1974

On July 10, 1974, SPECS consultant David Griffith and Development Team member Lloyd DuVall met with William Inlow, the Bethune River School District Superintendent; Bob Longfield, the Assistant Superintendent for Instruction; and the high school principal. At the outset of the meeting, DuVall stated that he saw three primary objectives of the session. Those were: 1) to trace events regarding SPECS in the district since the Development Team's last visit, 2) to identify plans regarding SPECS and 3) to establish next steps to enable the district to meet those plans.

According to the Superintendent, the district had submitted a proposal to the State Department of Education for Title V-C Funds. The Review Committee had recommended the state to fund the proposal at the level requested. After negotiations the proposal was to be funded at $41,400 and matched with local funds for a total budget of $57,000 for the first year of SPECS implementation. The plan called for a full-time SPECS Coordinator, a full-time accountant to assist in the conversion to the program-based budget and funds to support Component Three activities. This included an incentive of $50 for every teacher completing the SPECS Program Summary as outlined by the SPECS program. The Superintendent stated that the district would implement SPECS regardless of the state's action on the proposal.

During the spring of 1974, the district had conducted the Phi Delta Kappa goal identification priority work. The Superintendent indicated that the results of this work had not yet been presented to the Board of Education; however, he expected it to be completed and presented to the Board within the next month. He saw this as a first step toward SPECS implementation in the district.

Throughout the discussion, DuVall attempted to slow the district leaders to what he considered to be a more reasonable level of activity and one which would be more manageable than the broad-based implementation which they were proposing.

DuVall was told that the teacher accountability movement in the state was experiencing a great deal of difficulty. Teachers were up-in-arms and the word "accountability" had become tantamount to war. The Superintendent indicated that there was no organized teacher resistance to "accountability" in Bethune River, but that the possibility was always there.

The Superintendent suggested that he would inform the Board of Education of his recommendation to implement SPECS and, depending upon Board agenda and political timing, he would press for adoption of a Board resolution supporting SPECS. He said that the Board of Education in Bethune River was planning a three-day retreat in late August and that this might be an appropriate time to have the Board receive information about SPECS. He also directed Longfield to prepare a letter to the Development Team informing them of the Bethune River activities, their interest in implementing SPECS and their desire to become a field test site.

Longfield said that the district had established two curriculum evaluation committees which would probably serve as the SPECS planning group within the district. Steps had been taken to inform them about SPECS. One of the first efforts, according to the administrators, would be an orientation of the planning group. Both Griffith and DuVall agreed that this would be an important and valuable time for the Development Team to become involved.

They next discussed the relationship between the district, the Center for Educational Policy and Management, the SPECS consultant and

Greg Merritt, a consultant from a local service agency which had already provided consultative services to the district. DuVall indicated that the Development Team would be willing to join in a quadrangular relationship to assist Merritt, who could later assume the role of regional consultant, phasing out Griffith's responsibilities. The Superintendent indicated that such an arrangement was acceptable and if the project was funded, there would be no trouble supporting travel or payment for the consultants.

On July 19, the Superintendent informed DuVall that plans had been finalized for the SPECS presentation to the Board and the administrative staff. Also, he noted that a final decision should be forthcoming from the State Department of Education regarding funding no later than August 15.

Meeting of Administrators and School Board--August 23, 1974

On August 23, 1974, the Bethune River Board and administrators met to discuss the main issues confronting them. The meeting was comprised of all administrators and Board members. The Superintendent began the SPECS inservice session by announcing the the district had received affirmative notice on their Title V-C funds from the State Department of Education, which would provide $41,000 for implementing SPECS. Development Team members Cole and DuVall gave a brief history of the SPECS program, and then provided limited detail about each of the components. During the discussion of Component Three, concerns were expressed regarding the viability of such an approach, the probable impact on teachers and whether such a system could actually be implemented. In conclusion, DuVall listed some possible next steps which Bethune River might take, including:

1. The Board of Education pass a resolution supporting SPECS and request their inclusion as a field test site.
2. A district-wide Task Force be identified to be responsible for planning the implementation.
3. The Task Force be provided an orientation workshop early in the fall.
4. A district coordinator be identified who would work closely with the Task Force in the next steps.
5. The Task Force and the Coordinator begin the development of a Master Plan.
6. The Coordinator, with the Master Plan started by the Task Force, spend a week in Oregon for intensive Master Plan development, with help from the Development Team.
7. The Coordinator return to the district and present the Master Plan to the Task Force for additions, deletions, and alteration.
8. The Master Plan, once developed, be implemented as scheduled.

Following the presentation, the Board went into an executive session to discuss issues unrelated to SPECS. During that break, Cole and DuVall talked with administrators who indicated no criticism of SPECS and expressed interest in learning more about it. When Cole and DuVall departed the district, the Superintendent indicated that he would be in contact to inform them of the results of that session and other on-going activities.

## SPECS Work Delayed--Fall 1974

In early October, when no word had been received, DuVall called the Superintendent and learned that, due to the opening of school, not much progress had been made; however, a meeting was scheduled that week regarding development of the Master Plan. Also, Inlow was planning to prepare an announcement regarding the SPECS Coordinator position.

The next contact with the Development Team was initiated by the Superintendent on December 9 to let DuVall know that several applications had been received for three SPECS-related positions and that the selection process should be final by December 25.

## SPECS Fall Conference--October 1974

Meanwhile, representatives from Bethune River had been invited and had attended the first SPECS Field Test Site Conference in Minneapolis. The Conference, in late October, was attended by John Rossi, a Bethune River teacher, and Pat Samples from the State Department of Education, who was responsible for supervising Title V-C projects. During the Conference, Samples asked few questions about SPECS but appeared to be supportive of the program. Rossi frequently voiced concerns about SPECS being an accountability model that intended to evaluate teachers rather than programs.

## Rossi Named Coordinator--January 1975

In January, 1975, Rossi called DuVall to inform him that he had been appointed the Director of Planning and Evaluation for the district; therefore, he would have primary responsibility for implementing SPECS. He said that he planned to concentrate expanding and modifying Component Three by developing planning and evaluation documents for the affective domain. Furthermore, he and Longfield, Assistant Superintendent of Curriculum, were interested in spending a week with the Development Team in early February. DuVall explained in another phone conversation with Rossi that their pre-visit preparation was more critical than the amount of time they would spend in Oregon. Rossi replied that a visit by DuVall in Bethune River prior to their Oregon trip, would be helpful.

## January Meetings

By January 20 it became apparent DuVall would be unable to travel to Bethune River; however, it would be feasible for Development Team members Walker and Cole to be in the district. Rossi indicated that he would like to spend 3-4 hours with the Development Team "kicking around" some ideas regarding a "survey of hierarchies" in the district. He indicated that the recently hired systems analyst, Richard Hansen would join the discussion, as well as Longfield. He said that although they planned to implement Component Two using Handbook II[1], the budget work would have to wait a while longer.

Walker and Cole met with Rossi and Hansen on January 28. Hanson had the primary responsibility for completing Component One and Walker spent time with him, explaining the purpose of Component One as being a "view of a school district from a programmatic point of view." Rossi had talked with the principals regarding SPECS a second time and had scheduled a meeting with the junior high staff in an attempt to, in his words, "sell it there." He said that although they had no Task Force at that time, there would be numerous Task Forces when the junior high began to implement SPECS.

When Walker asked Rossi how much resistance he expected from the teachers regarding Component Three, Rossi confidently replied that he expected little since he had been quite active in the teachers' union and had spoken at the state level against accountability. He stated emphatically that he would have no problems whatsoever in getting teachers to go along with Component Three, particularly in developing activity in the affective domain. Furthermore, he indicated that theoretical work in the affective domain should take only a couple of months to complete. He showed little interest in the experiences of other districts which had been involved with SPECS, except for the pilot site, which he asked to visit on his trip to Oregon.

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[1] Charles T. Roberts and Allan R. Lichtenberger, Financial Accounting: Classifications and Standard Terminology for Local and State School Systems (Washington: U.S. Government Printing Office, OE-73-11800, 1973).

The afternoon was filled with many interruptions as Walker and Cole tried again to talk with Hansen and Rossi about Component One. When the interruptions ceased, Rossi talked for about 45 minutes, outlining his plans for modifying Component Three. The "Rossi Model," as he termed it, was based on Carl Jung's book Psychological Types[2] and somewhat supported by Harry S. Broudy's book The Real World of the Public Schools.[3] When the Development Team left the meeting, they expressed concern about having provided little assistance to district personnel; however, Rossi assured them that he had everything under control and there would be no problem in implementing SPECS.

During the first month of Rossi's activity as Director of Planning and Evaluation, he distributed a newsletter to all staff within the district. In it he outlined his plans and called attention to SPECS activity in the district. He also distributed a general questionnaire which he asked them to complete. In February, Hansen visited with the personnel of a nearby SPECS site to discuss that district's activity in program budgeting.

## Visit to Oregon, February 1975

Rossi and Longfield spent five days at CEPM, working with the Development Team, writing the master plan, both alone and with the Team, and visiting the pilot site. During that week the Team asked Rossi and Longfield to specify what they wanted to happen in Bethune River with regard to SPECS, and then to make explicit how this would be accomplished and when. At the same time, the Development Team also attempted to restrain them from attempting to do too much in too little time. At the end of their visit to Oregon, they had developed a Master Plan which they would present to the Superintendent, principals, curriculum leaders and the two curriculum evaluation committees in the district.

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[2] Carl Gustav Jung, Psychological Types, Bollingen Series XX, Princeton University Press, Princeton, NJ, 1971.

[3] Harry S. Broudy, The Real World of the Public Schools, Harcourt Brace Jovanovich, Inc., New York, 1972.

Upon his return to Bethune River, Rossi wrote that he had presented the Rossi Model to the district's Brandeis Middle School staff and had found them quite receptive to it.

He also enclosed a copy of the district's revised Master Plan which he requested that Walker review and offer any suggestions he might have. Walker responded with the comments:

1. Re ESEA, Title V, Section B (p. 4 of my copy)

   Under the heading 2.0, I would expect to find two additional subheadings, viz.,

   2.4 Implementation of program planning procedures

   2.5 Evaluation of programs

   (Your subsection 2.4 would then become 2.6. Naturally, this alteration would necessitate corresponding changes in subsequent sections, but I think some of these later sections are wrongly labeled, anyway. Eg., 2.3314, 2.3434, and 2.3444 are clearly not "in-service.")

2. Re 2.3311. Your expectations are that groups will plan "one set of complete P.E.D. for 1/2 year."

   You could be demanding too great a load of the staff. Allow me to offer the following alternative for your consideration: that during this planning period, 3/75-6/75, the Cognitive One groups be asked to develop:

a. a set of general objectives for an entire semester program;

b. achievement indicators (one or more) for each of the general objectives developed for the first unit of the program; and

c. evaluative techniques and instruments (pre- and post-tests) for each of the indicators developed in (b) where a unit of work typically extends for about 3 or 4 weeks. May I also add, Rossi, that I find the term "complete P.E.D." somewhat confusing. Citing your description list, 2.3314, are you implying that a complete P.E.D. comprises A-F? Or, A-E? Or, what? In the above, I was implying only A-D and was purposely excepting E, because I think it is more appropriate to develop processes on a weekly, on-going basis

3. Re Insert 1, Cog. 2 (2.3312)

Take Math 6 $C_1$, for example. You plan $C_1$, then you complete plan $C_1S_1$ and then you implement $C_1S_1$. Fine. But why isn't the same strategy followed for $C_2S_2$? I find no reference where you intend to complete plan $C_1S_2$.

4. Re 2.3434 and 2.3444

My copy does not include Inserts 2 and 3, but this isn't important at this time.

5. Re 2.344

Is this in-service that you are giving grade 3-5 teachers covering Math and Reading as is the case for the in-service given to K-2 teachers (2.343)?

6. Re 2.41

I'm not clear on what is meant by "PED Summary Reports." Are you referring only to summarized program outcome data? Or, will the reports also contain information about processes? Or, about processes and costs?

7. Re Go/No Decisions (Last page)

   More detail would be helpful in this section, Rossi. What for instance, is being decided in 2.32, 2.33 and 2.34? You know, I think I know, but I doubt if others would.

8. Re 6.1

   Could we have a copy of your proposed budget when you have it developed?

As part of the inservice preparation for teachers beginning to work with SPECS, Rossi organized a local university class especially designed to prepare middle school staff member to work with SPECS.

## Invitation to Become a Field Test Site--March 5, 1975

Rossi and Longfield had been interested in identifying themselves officially with the Development Team as a field test site. The Development Team agreed that as soon as the Master Plan had been refined, they would extend an invitation to the district to become a field test site. On March 5, 1975, SPECS Program Director John M. Nagle outlined in a letter to the Superintendent the kinds of activities that the Development Team would engage in with the district at no cost to the district should they officially choose to become a field test site. Nagle told Inlow,

> "A letter from you indicating your acceptance of this invitation on behalf of the district, together with the materials already received and a copy of the Board's acceptance of the Master Plan which is anticipated later this spring, will be all that is required to justify our continued expenditure of Program funds in support of SPECS-

> related activities in the district. In effect, therefore, this letter and your positive response to it will constitute our joint letter of intent to work together as we try to simultaneously implement and refine SPECS in the Bethune River School District."

When contacted in mid-March regarding the upcoming SPECS Spring Conference, Rossi indicated that he would probably be unable to attend; however, he agreed that it would be valuable for Conference participants to focus on site activities and visit the pilot site as he and Longfield had done.

Also in mid-March, Development Team member Walker received a letter from Rossi in which he outlined the SPECS activities in the district. He said that the inservice program had been received very well, with commitment for participation by 80% of one middle school staff, and the initial presentation one at Fairmount Middle School had also been well received. However, Fairmount was not willing to participate in SPECS activities as a whole staff, since they were already committed to several other projects. He also noted that he had been asked to serve on the State Department's Committee for Affective Education and had been verbally assured about a good possibility for some kind of funding for the district. Finally, Rossi requested that Walker assist in an April inservice session.

## Budgeting, Funding and Training Teachers--April 1975

In an April 4 status check with Longfield, Cole learned that Hansen had presented the results of his flow charting activity to the Elementary and Secondary Curriculum Committees which had made some recommendations for change. Rice, the person responsible for budgeting in the district, was trying to run a dual budget for the coming year.

Longfield indicated that he, Rossi and a professor from a local university were holding a class for the two middle schools, but had only 60% of the desired attendance, due to scheduling problems. Longfield said that the teachers had been familiarizing themselves with SPECS and the Rossi Model,and would begin to write objectives during the next session. The teachers were paid $30 if they took the course without credit or if they took it for credit, a letter would go on file accrediting them with four hours of local credit toward their salary steps. Also, since credit for the course would not apply to many teachers' already approved study plans for their masters degrees, several had been hesitant to take the course.

Longfield indicated that Rossi had been trying to get Title III funds and seemed assured that he would receive them. He stated that the leaders of the state assessment had been disenchanted by the work which had recently been done and were pleased to see Rossi's work in the affective areas. Longfield indicated that he generally felt activities were on schedule; however, he was somewhat concerned that the members of the Elementary and Secondary Curriculum Evaluation Committee, who had now become familiar with SPECS and agreed to serve as a Task Force, may not be reelected the following year. Presently, they were elected on a yearly basis. However, to offer additional continuity to the project, Longfield hoped that they could change this so that they would not have all new members each year.

The next communication Waller received was an April 10 letter which included a second newsletter from the Planning and Evaluation Department with the results of the initial questionnaire to all professional staff and an outline of upcoming SPECS activities. (See Appendix 1 and 1A).

Rossi informed Walker that the district anticipated using the SPECS instructional materials to record data relevant to the Cognitive Domain and had developed their own set of forms for use in the Affective Domain.

He also noted that the university class which had been designed to provide inservice for using SPECS was going very well.

Rossi indicated that he and Longfield had made SPECS presentations to six other districts throughout the state and some responses had indicated a great deal of interest. At this point, he said that he thought they would be asked to provide further inservice in two of the districts and they planned to use locally developed materials to assist in their efforts.

On April 10, DuVall also received confirmation from Rossi that he would not be attending the Spring Conference and that it was "not feasible" to send anyone to the meeting.

## Work Progresses

On May 1, Rossi called Cole to provide an update on the status of SPECS within the district. Her notes were as follows:

Component One - Almost complete--have run into some problems in relation to analyzing staff functions because it appears to be related to personnel evaluation; therefore, he is simply holding on to the work.

Component Two - Changing to program budget as of June 30. They used Walker's Component Two (Component One) work and Revised Handbook II and modified both of them to meet their needs. Together with the Valient County Intermediate School District they had purchased IBM's EPIC Program for this purpose.

Component Three - Master Plan is on schedule except for two variations:

1) They are unable to get groups of teachers to plan and use materials as they had hoped; therefore, they are a) purchasing commercially prepared objectives regarding Cognitive I. They will develop their own work in Cognitive II, Af. I, II. They are going to request "better" lesson plans in SPECS forms, then at the end of the year, they will refine the work to Program Summaries.

2) The in-service sessions (elementary) will not be held in the fall, but rather in the winter. During the fall, Rossi will spend extra time with teachers at the Middle School.

Component Four - Today he classified the Phi Delta Kappa goals according to the four modes. They were distributed almost exactly 25% across the four modes. In June, teachers will try to relate these to their general objectives by curriculum areas.

Also in early May, Rossi sent a copy of the district's recently adopted Middle School Philosophy, Middle School Belief System and the community goals which had been classified according to the Rossi Model (See Appendix 2).

During the summer months of 1975 there was limited on-site contact between the Development Team and district officials. Earlier in the summer, Cole requested that Rossi write an article for PERSPECTIVES, the SPECS program report, which was distributed to all SPECS field test sites. The summber 1975 issue of PERSPECTIVES carried an article which outlined the modified SPECS plan, more commonly known as the Rossi Model in Bethune River. On June 23, a letter from Rossi outlined the district's SPECS progress:

Dear Lloyd, Hal, Jack and Barbara,

Barbara, I will be pleased to send to you the promised article by July 15. I am sorry you did not make it to Bethune River to visit with our people. September is not a good month at all -- we probably will be on strike (as well as many other school districts). I would suggest that you come for a visit six weeks or so after the schools start. Before that time everyone is busy setting up for the new year and does not have time for other things. If you wish to come and talk with me and my staff I will be glad to see you any time.

News for PERSPECTIVES--(Please continue to print names)

Component I - Completed by Richard Hansen.

Component II- We will be running parallel budgets beginning July 1, 1975, and Valient County Intermediate School District is providing assistance with the IBM's EPIC.

Component III - We have completed 40+ hours of in-service for the middle school staffs of Brandeis and Fairmount including the principals, two curriculum leaders and a reading consultant. We will continue with the middle school staffs in the fall since they served as a pilot group. In the spring we will in-service our elementary staff in two groups of K-2 and 3-5.

Component IV - Our community underwent the PDK Goal setting process and now we have broken out our General Goals into Program Goals. Just recently, Rossi, Longfield and the curriculum people have completed draft copies of Program Objectives for each curriculum area. We hope that these Program Objectives will be accepted by the Board as a match to Program Goals. The staff will be writing Critical Objectives and Measurable Objectives during in-service. We have, as of now, found it necessary to develop two levels of goals and three levels of objectives.

I wonder why we were not acknowledged in the PERSPECTIVES as a field test site. I believe we were the second "officially accepted field test site."

Enclosed please find Part III of Rossi's Model which explains some of the processes for in-service in Component III and is primarily a design in four parts for implementing. Also I am sending to you a copy of our evaluation for in-service.

I was shocked to hear that Hal and Jack had left SPECS. My best wishes are with your new jobs and I am sure that wherever you go your contributions will be significant.

REQUEST FOR ASSISTANCE: I have, as of now, not yet received even one copy of the new booklet though Barbara had promised to send one. Please send me several. We have been to several state-wide conferences "selling" SPECS and Rossi's Component III. The reception has been very positive. We need a brief Initial Orientation booklet that clearly explains the five components, their interrelationship and the desired outcomes. A chart is essential at this point. This booklet should not include any history, past experiences and what happened at the pilot site. All that other information should be in a booklet designed for implementation rather than orientation.

Lloyd, I want to thank you for the materials on funding.

Our office is taking a vacation during the last three weeks of July and we send you our best wishes for a good summer. Hope to hear from you soon.

Sincerely,

John Rossi
Director, Planning & Evaluation

## Education Association Endorses Rossi Model -- June 1975

A few days later the Development Team received a letter from Rossi stating that the State's Education Association had endorsed Component Three activity as Rossi had modified it. Specifically, the letter stated:

> "The following unanimous EA actions occurred as a result of those May and June meetings:
>
> 'That the EA encourages local EA's and school districts to organize and participate in inservice programs based on the Rossi model.'
>
> 'That the EA encourages local school districts to adopt a non-punitive accountability model such as the Rossi model.'
>
> . . .It is our belief that the Rossi model deserves careful, positive consideration and in such an effort we are sending copies of the Rossi model to local EA presidents, superintendents, directors of curriculum and the EA for their consideration."

Rossi said that he was particularly pleased, since he believed this situation to be the "first in the country where leaders of local education associations have supported an accountability model."

Cole wrote on June 25 to thank Rossi for the article and she asked that she be able to meet with teachers or curriculum leaders who had been involved with SPECS on her next visit. And in response to Rossi's earlier concern that Bethune River had not been acknowledged as a field test site, Cole noted that the Development Team was still waiting to receive a positive response to their invitation.

Written communication to Cole from Rossi in early July included an organizational chart of the Bethune River District, which Rossi explained, was the product of Hansen's flowcharting activity. In addition, Rossi, told Cole that Superintendent Inlow was planning to consult with the Board and would soon inform the Development Team of the district's decision regarding becoming a field test site.

## Agreement from Superintendent and Board to Become a Field Test Site

Superintendent Inlow notified Nagle on July 15 that along with the Board of Education, he was "delighted" to "welcome the opportunity to become a field-test site." Furthermore, he said, "I apologize for the delay in responding to this invitation and assure you that the delay was not caused by a lack of enthusiasm."

In mid-August, Rossi called Cole to relay information regarding SPECS activity and indicated that he would like to have either a SPECS consultant or a Development Team member do a summary evaluation of his work and of SPECS activity during the coming December. Also, he indicated that he and Longfield had decided that their work at Bethune River should be given highest priority, therefore, they would attend the Fall Conference only if the time was not conflicting with their inservice dates.

In early September, Rossi again indicated to Cole that he was interested in having an "outside" evaluation of SPECS in Bethune River and discussed the possibility of having a nearby SPECS consultant provide the service. He asked if the Development Team could provide any funds for paying the consultant. Cole explained that they could provide back-up assistance for the SPECS consultants; however, they could not provide funds for sending SPECS consultants to the districts. Plans were also made for Cole to visit the district in late September and talk with instructional personnel who had been using SPECS.

On September 25, Cole met with Rossi to review Bethune River's implementation activities. The following is a copy of the site visitation report:

To: Lloyd

From: Barbara

Re: Bethune River Site Activity

Date of Visit: 9-25-75

Rossi and I met in his office to review what Bethune River had been doing during the last few months as they implemented SPECS. My brief conclusion of the information that I gained during the visit would indicate that although they have experienced some problems during the last few months and probably will encounter additional ones in the near future (related to Component Three), they have made considerable progress in Components One, Two and Three. As you know, they had already done preliminary work on Component Four and that has been reworked recently.

Specifically, the status of SPECS in Bethune River is as follows:

Component One - Component One has been completed to their satisfaction as evidenced by the (see attached) Bethune River Organization Stream and the Bethune River Program Stream. Richard Hansen (who was out of town during my visit), Systems Analyst, has assumed major responsibility for that task and used the experience and information to lead into the Component Two work.

Component Two - Work continues on this component; however, progress has been made and Rossi indicated that the system was now running with a programmatic format. EPIC had been purchased and used; however, Bethune River administrators were generally unhappy with it. Rossi believed that the Oregon Total Information System would have been much more appropriate for their needs. Additional review and revision will continue.

Component Three - Longfield has been working with the Health Education people to make explicit the concepts, strategies, materials and evaluation of the Health Education program for grades K-7. Attached are some of the results of that activity.* You will note that a somewhat elaborate classification scheme has been developed and, therefore, you may need to stick closely with a copy of "Levels of Outcomes" in order to understand the codes presented on the plans and reports. Also, note that a set of definitions for common terminology has been presented. Generally, the definitions are similar to SPECS; however, there are some significant modifications which related to cognitive and affective areas as they have defined them. For example, performance objectives relate only to Cognitive 1, while behavioral objectives relate to Cognitive II.

Another example is that program objectives are considered to be the umbrella or Christmas wishing list which should cover all the possible K-12 objectives in each area, while the instructional objectives are more specific and are related to the four domains, yet do not possess the specificity that performance or behavior objectives might.

---

*Not appended in this chronology.

A part of their plan includes a system (similar to a McBee system) whereby a card punched with the objective that the individual student had mastered would travel with the child throughout the students' years at Bethune River.

You will note that the "Plan and Report of an Instructional Unit" is a modification of the SPECS Program Summary and the SPECS Program Summary Report. One of the completed ones is adapted from the original Amy Boltz Homemaking plan and report. The others are ones written for specific needs of Bethune River instructors. Again, you may need to refer to the "Level of Outcomes" be be able to understand the coding system.

An additional piece of work that has been completed by the group working with Rossi and Longfield is a three-part plan which shows a) what is, b) process, and c) what ought to be. Within each of those categories is a three-part format allowing for content, process and a check or evaluation scheme. The topics which he had prepared and made available for distribution were as follows: 1) Appreciation of the Way Americans Lived in 1776, 2) To Develop Understanding and Skill in Planning for Cognitive and Affective Domains, 3) Ownership of a Person by Another, and 4) Reading for Pleasure in Interest Areas.

In the afternoon, I met with two curriculum leaders who were not thoroughly familiar with SPECS. I would assume that in the upcoming months, with the in-service that Longfield and Rossi have planned, their understanding as well as that of the other teachers would increase. Also at lunch time (in the high school cafeteria) I talked informally with several teachers who, although they had not yet received a thorough understanding of SPECS and the Bethune River modification of it, were generally interested and supportive of Rossi and his attempts to strengthen and humanize the curriculum. Naturally, they had specific concerns, but they were all evident of bright, competent and concerned teachers.

Rossi and I finished the day by walking through the chronological events of SPECS in the district. That activity, although not a very exciting one, did two things: 1) brought our files up-to-date, and 2) made me realize more than ever the progress that has been made since Longfield and Rossi were in Eugene last February. As I told John, little by little, the pieces are beginning to fall together and in good order. More than ever before, I say that Rossi is trying to design a system to do what many educators have been talking about for decades -- that of educating the whole child. Specifically, I'm referring to his attempts to encourage formal thinking and action about the affective domain as the same teacher is teaching to the cognitive domain and working with the psychomotor areas. All in all, I came away quite pleased with what I saw.

Given the progress that they have made this past year, I think that we will probably begin soon to see more activity than ever, particularly at the local school level.

Furthermore, when we begin thinking about a site for the Spring Conference, I'd like for us to a least seriously consider the possibility of this state. We have some exciting things going on in Rock County as well as Bethune River, so the two sites together could provide a most interesting place for the educators in our other eleven sites to view.

Newsletters Discuss SPECS and Rossi Model--Fall 1975

Meanwhile, the Bethune River September 3 Curriculum Newsletter carried this article about the work of preparing program objectives in the district.

> During the summer a small group of teachers and administrators developed tentative program objectives for all major subject areas in the curriculum. These objectives are stated in very broad terms and reflect the thinking of not only the people involved in the small Bethune planning group, but also those of many experts in each field whose references were used in stating the objectives. The planning group related these new program objectives to the community goals adopted last year by the Board of Education, and also to the cognitive and affective components of the objectives as stated in the Rossi version of the SPECS model. These draft versions of the program objectives will be distributed to each teacher shortly, for your review and comment. A series of after school open meetings will be held this fall where each teacher of a particular discipline may criticize, comment, or accept the draft versions of program objectives. If necessary, changes will be made. After each meeting, it will be presumed that the objectives agreed to by the teachers at the meeting will become final ones for utilization in later SPECS sessions and curriculum work.

The October 10 newsletter noted that the Superintendent had chosen the new curriculum leaders for the year. Also, the newsletter carried an article about SPECS which had been prepared by Rossi. In the article, he indicated that he and Longfield had listed some of the "possible benefits for the professional staff as a consequence of SPECS," presumably the modified version as found in Bethune River. The benefits he listed were as follows:

1. A clearly defined curriculum for the whole child.
2. K-12 articulation of objectives.
3. Usable identification of each student's level of competence.
4. Accurate record of student performance that would be cumulative from year to year--a diagnostic tool.
5. Sets of critical and measurable objectives by grade level in each mode per curriculum area.
6. Sharing of teaching methods and strategies about specific objectives encouraged and facilitated.

7. Better use of available resources--i.e., tutors, aides, other students and community resources.

8. Facilitation of individualized instruction.

9. Multiple instructional options provided for students--prescriptive teaching.

10. Intrinsic motivation for learning with consequent benefits in relation to classroom management.

11. Teacher-defined minimum objectives.

12. Frequent re-evaluation of program by teacher.

13. An increase in job satisfaction through a greater sense of adequacy.

14. Ability to tell parents with greater precision what are the strengths and weaknesses of their child and suggest professional remedies.

Rossi noted that a meeting was scheduled on October 15 to present an overview of SPECS for those who were not familiar with the program. He also invited teachers to participate in a series of writing sessions in which curriculum council members had volunteered to work with teachers to write objectives for their area of study.

On November 7, Rossi sent the Development Team copies of the planning and reporting materials which would be used in place of the SPECS instructional materials for planning and documenting programs. According to Rossi these had been developed and revised by himself and others in the district.

A memo from Rossi to the Bethune River High School social studies department discussed the social studies objectives which were being prepared. Along with the objectives, the memo stated:

> "Please indicate your concerns and suspicions, so that I may enter into a dialogue with you in response to your REAL needs. Some of the issues that may lie behind the apparent issue of writing objectives are: Teacher accountability, teacher evaluation, student evaluation by other than the classroom teacher, requirements to teach--i.e., academic freedom and professional prerogatives, etc. You do not have to write a long explanation of your interest. Please be candid and rank your issues (i.e., put first your most serious concern). Please return your anonymous responses by Tuesday."

In early January the Development Team received calls from both Rossi and Superintendent Inlow indicating that the district's funding had ceased, as planned, on the last of December. They asked if the Team was aware of any additional sources of funding, such as NIE. The Board had voted to retain Rossi and a full-time secretary through the close of the 1975-76 school year; however, next year, additional funds would be necessary to support their planning and evaluation efforts.

## Spring Conference--May 16-19, 1976

Since the final SPECS Conference was held about 25 miles from Bethune River, the District was represented by many teachers and administrators who attended all or portions of the three-day Conference.

During the Conference, Longfield and Rossi described their district's activities and the Rossi Model as it was being implemented in Bethune River.

Longfield began by reviewing Bethune River's first involvement with SPECS noting that Component One and Three had been implemented. He said that one way in which many district personnel had been involved with SPECS was in the writing of objectives. Longfield said that district personnel had developed general goals which they believed to be representative of the needs and desires of the community. Program objectives were then developed for each of the subject areas with the input from teachers in each area. After this process had been completed more specific general objectives were developed which were divided into the affective and cognitive domains of learning. He said that the goal of this activity was to develop a curriculum which would incorporate all four types of learning styles described in the Rossi Model.

Rossi then discussed his systems model in detail, while distributing several handouts to conference participants. During this explanation he emphasized the importance of dealing with the affective, as well as the cognitive domains in education. Rossi grouped learning styles into four basic types:

(1) Cognitive 1--Acquistion of skills

(2) Cognitive 2--Understanding of concepts

(3) Affective 1--Social relationships

(4) Affective 2--Valuing and appreciating alternatives (philosophy, theology, morality)

Rossi next discussed the Jungian model of data acquisition. During this discussion he explained that two different ways of gathering data (sensation and intuition) and two ways of evaluating this information (thinking and feeling).

Rossi said that all people do not operate in the same way and, therefore, overemphasis on any one learning style is detrimental to the student. He summarized his discussion by noting that it is important to realize that children have these different needs which the educational system must attempt to meet.

In addition to Longfield and Rossi's presentation of site activities, conference participants could choose from several options, to visit the Bethune River District or to take part in a more detailed discussion of the Rossi Model.

While attending the conference, math curriculum leader Walter Woods met with Development Team member Stephanie Henderson to discuss his experiences with SPECS throughout the past year. He said that although he and another curriculum leader had held a class for math teachers in objective writing early in the year, little had been accomplished and the activity had been essentially a waste of time since that time Rossi and Longfield had changed the curriculum structure and the district now had objectives which were correlated.

Woods said that he believed SPECS to be a viable system. However, he said that implementation should probably take place on a five to ten year plan, since his experience had shown that it was not economically feasable to implement SPECS in one year, as he had attempted to do.

APPENDIX 1

## PROFESSIONAL STAFF QUESTIONNAIRE 1

1. Name:______________________ 2. Position:______________

3. School:______________________ 4. Years teaching at this school?____

5. Total years teaching?________ 6. Highest educational level attained?__________

7. Other grades (subjects) taught?______________________

8. In my opinion, the structure of instructional programs (classes in this building can be described as: (rank: most--1, 2, 3, 4--least like)

____W. Instructional goals and purposes (e.g., intellectual development, vocational education, reading competency, personal development --typical: Pine State College--vocational)
____X. Types of learners (e.g., regular pupils, gifted, retarded, disadvantaged--typical: Glenwood Country-Day--gifted)
____Y. Instructional levels (K-12) (Typical: Olalla Valley Public Schools)
____Z. Subject matter (Typical: Fern State University--departmental)

9. I prefer to teach primarily in the following mode:
(Rank: most preferred--1, 2, 3, 4--least preferred)

____A. Didactics--skills, facts, capacity for work, solving problems (business-like)
____B. Heuristics--discovery, process, wisdom (Intellectually challenging)
____C. Philetics--the development of self-concept, social development (persona warmth)
____D. Logos--the development of a philosophy of life, meaning (masterful presence)

(NOTE: All classes at times do each of the above or a combination of them)

10. List classes and their emphases for this semester:

| Class-grade (subject | # of Pupils | Main focus is on: A, B, C, or D | Significant amou of time is also sp on: A, B, C and/or |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

## APPENDIX 1A

## BETHUNE RIVER SCHOOLS

**NEWSLETTER #2** Planning & Evaluation, March 1975

The response to our survey was not OVERWHELMING, But we are encouraged by the kinds of questions it provoked. The "brave souls" who sent in their questionnaire produced the following profiles (draw your own conclusions on validity) for their schools.

| School | Response | Instructional Program is MORE like or LEAST like | Personal Preference |
|---|---|---|---|
| #1 Elementary | 12% | Most (A) Instructional goals and purposes<br>Least (D) Types of Learners | 1st-Philetics (aff. 1)<br>2nd- Heuristics (Cog. 2) or Didactics (Cog. 1)<br>Least-Logos (Aff. 2) |
| #2 Elementary | 50% | Most-(C) Instructional levels<br>Least-(D) Subject matter, and (W) Instructional goals and purposes | 1st-Philetics (Aff. 1)<br>2nd-Didactics (cog. 1)<br>Least-Logos (Aff. 2) |
| #3 Elementary | 55% | Most -(A) Instructional goals and purposes<br>Least-(B) Types of learners | 1st-Didactics (Cog. 1) or Philetics (Aff. 1)<br>2nd-Philetics (Aff. 1)<br>Least Logos (Aff. 2) |
| #4 Elementary | 24% | Most (C) Instructional levels<br>Least (B) Types of learners | 1st-Unclear (Cog. 1, Cog. 2, Aff. 1)<br>2nd Philetics(Aff. 1)<br>Least-Logos (Aff. 2) |
| #5 Middle | 40% | Most (D) Subject matter<br>Least (B) Types of learners | 1st Philetics (Aff. 1)<br>2nd Heuristics (Cog. 2)<br>Least Logos (Aff. 2) |
| #6 Middle | 50% | Most (C) Instructional levels<br>Least (C) Instructional goals and purposes | 1st Heuristics (Cog. 2)<br>2nd Philetics (Aff. 1)<br>Least Logos (Aff. 2) |
| #7 High School | 20% | Most (C) Instructional levels, and (Z) Subject Matter<br>Least (B) Types of learners | 1st Didactics (Cog. 1)<br>2nd Heuristics (Cog. 2)<br>Least Logos (Aff. 2) |

## APPENDIX 2

## BROAD GOALS & PROGRAM GOALS

In keeping with the philosophy of the child-centered curriculum, the Board of Education adopts the following goals and objectives for the education of children in the Bethune River School District. The professional staff is directed to implement the attainment of these eighteen (18) goals and make regular reports to the Board as to both the progress toward attainment and the process of attainment.

The goals below are listed in order of their relative importance as determined by Board and community. However, all are considered vital if Bethune River graduates are to emerge as competent citizens and active members of the community.

1. Develop skills in reading, writing, speaking and listening

Cog. 2/Aff. 1 A. Develop ability to communicate ideas and feelings effectively.
Cog. 1 B. Develop skills in oral and written English.

2. Learn how to examine and use information

Cog. 2 A. Develop ability to examine constructively and creatively.
Cog. 2 B. Develop ability to use scientific methods.
Cog. 2 C. Develop reasoning abilities.
Cog. 2/Aff. 2 D. Develop skills to think and proceed logically.

3. Develop good character and self-respect

Aff. 2 A. Develop moral responsibility and a sound ethical and moral behavior.
Aff. 1 B. Develop the student's capacity to discipline himself to work, study, and play constructively.
Aff. 2 C. Develop a moral and ethical sense of values, goals, and processes of free society.
Aff. 2 D. Develop standards of personal character and ideas.

4. Develop pride in work and a feeling of self-worth

Aff. 1 A. Develop a feeling of student pride in his achievements and progress.
Aff. 1 B. Develop self-understanding and self-awareness.
Aff. 1 C. Develop the student's feeling of positive self-worth, security, and self-assurance.

5. Develop a desire for learning now and in the future

Cog. 2/Aff. 2 A. Develop intellectual curiosity and eagerness for lifelong learning.
Aff. 2 B. Develop a positive attitude toward learning.
Aff. 2 C. Develop a positive attitude toward continuing independent education.

6. Develop a general education (including mathematics, natural sciences, and social sciences)

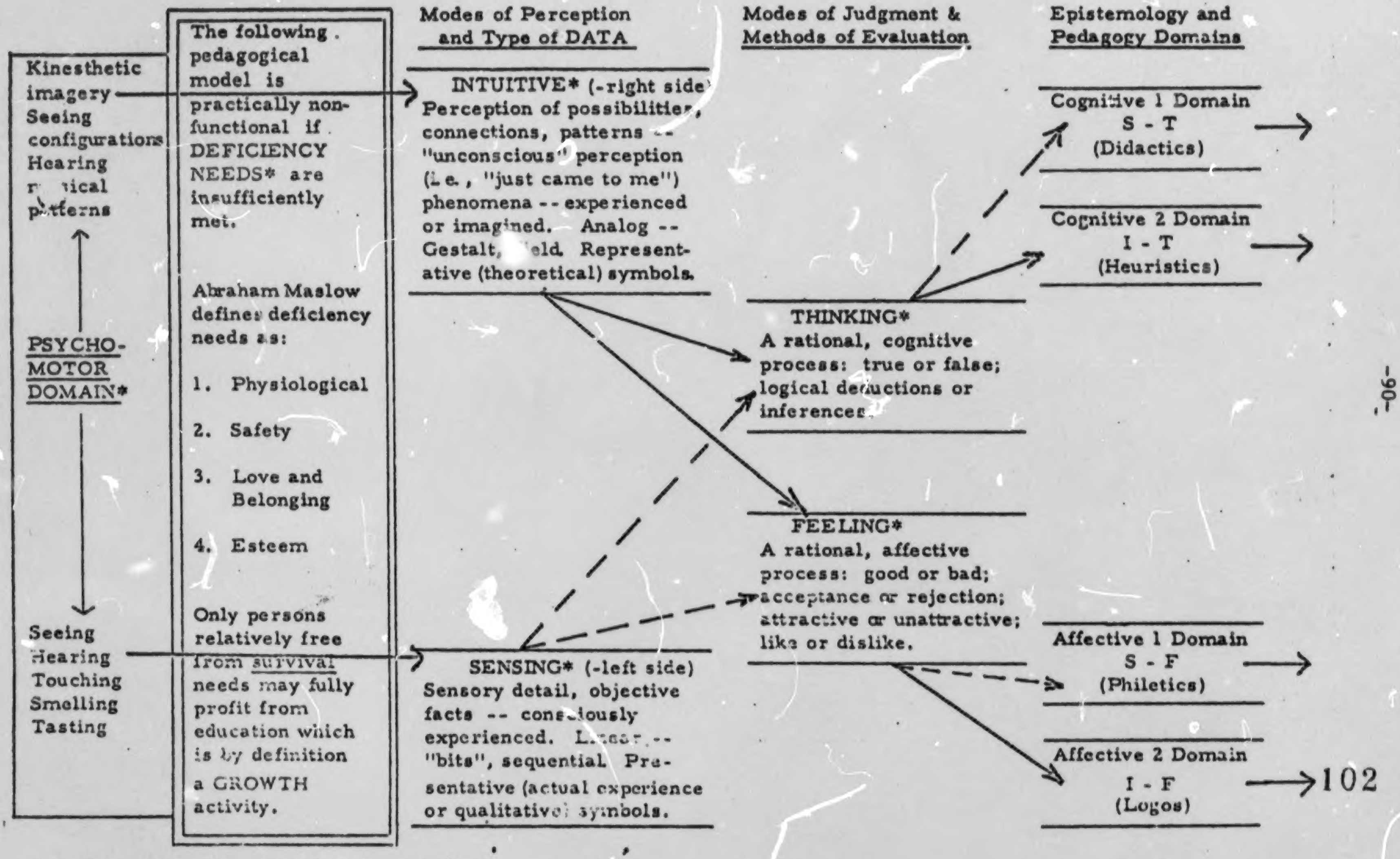
Cog. 1 A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social science
Cog. 1 B. Develop a fund of information and concepts.
Aff. 2 C. Develop special interests and abilities.

# SUPPLEMENTARY MATERIALS INCLUDING EXPLANATIONS OF THE ROSSI MODEL AND THE BETHUNE RIVER MASTER PLAN

# LEARNING STYLES AND CURRICULUM
By
John Rossi

Bethune River Public Schools
Planning & Evaluation 3/75

## THE JUNGIAN MODEL APPLIED (PART II)



**Modes of Perception and Type of DATA**

**Modes of Judgment & Methods of Evaluation**

**Epistemology and Pedagogy Domains**

Kinesthetic imagery
Seeing configurations
Hearing musical patterns

PSYCHO-MOTOR DOMAIN*

Seeing
Hearing
Touching
Smelling
Tasting

The following pedagogical model is practically non-functional if DEFICIENCY NEEDS* are insufficiently met.

Abraham Maslow defines deficiency needs as:

1. Physiological
2. Safety
3. Love and Belonging
4. Esteem

Only persons relatively free from survival needs may fully profit from education which is by definition a GROWTH activity.

INTUITIVE* (-right side) Perception of possibilities, connections, patterns -- "unconscious" perception (i.e., "just came to me") phenomena -- experienced or imagined. Analog -- Gestalt, field. Representative (theoretical) symbols.

SENSING* (-left side) Sensory detail, objective facts -- consciously experienced. Linear -- "bits", sequential. Presentative (actual experience or qualitative) symbols.

THINKING* A rational, cognitive process: true or false; logical deductions or inferences.

FEELING* A rational, affective process: good or bad; acceptance or rejection; attractive or unattractive; like or dislike.

Cognitive 1 Domain
S - T
(Didactics)

Cognitive 2 Domain
I - T
(Heuristics)

Affective 1 Domain
S - F
(Philetics)

Affective 2 Domain
I - F
(Logos)

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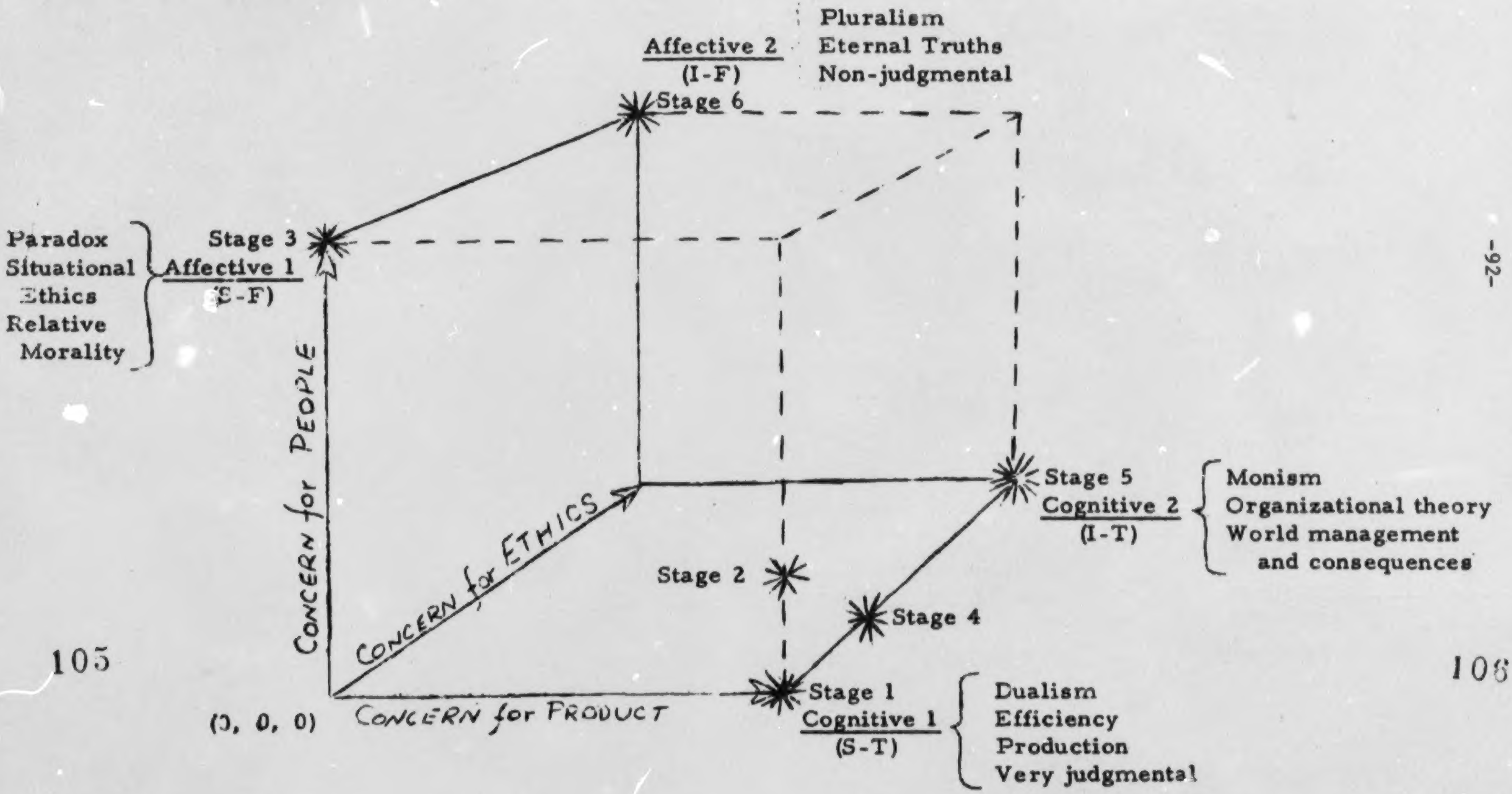
* Terms are further defined in Appendix A

|  | Persons Tend To Be | Get Their Data | Typical Question | Learn Best By | Teachers Tend To Be |
|---|---|---|---|---|---|
| COG. 1<br>S - T | "Realistic", practical and matter-of-fact, work and efficiency oriented | From "outside sources", detailed and factual | How? and So what? | Drill, memorization, programmed texts, practice, tasks, convergent thinking, induction (instrumental learning) | Taskmasters, trainers |
| COG. 2<br>I - T | "Theoretical" intellectually ingenious, wisdom oriented | From "within", an impression a plan, a map, perceive patterns | Why? | Brainstorming, theorizing, lecture, games (chess), discovery method, divergent thinking, deduction (intrinsic learning) | Challengers, Socratic method |
| AFF. 1<br>S - F | "Social", sociable and friendly, relating oriented | From "others", by observation and perception of detail | Who? and Where? | Encounter, imitation, through relationships, group processes, loving attention | Parenting, supportive, nurturing |
| AFF. 2<br>I - F | "Artistic", enthusiastic and insightful, imaginative | From a master, "collective self", universal self, cultural awareness, unconscious imagery, fantasy, aesthetic sensibility | What does it ALL mean? Does it make ultimate sense? | Meditation, emulation, contemplation, establishing a master-disciple relationship, being with or around someone, daydreaming, fantasizing, creative-artistic activity | With a message -- which enlightens, liberates, enables growth -- often by NON-VERBAL presentation of images that produce insight |

# THREE DIMENSIONAL MODEL OF LEADERSHIP STYLE
# AND
# L. KOHLBERG'S MORAL STAGES RE-DEFINED*

* See p. 6, and according to the Rossi model the "stages" are not hierarchical or developmental in adults, but autonomous types. Cultural bias often values one system more than another. The debate in philosophy between these ethical positions has been going on for a very long time without an end in view.


Pluralism
Eternal Truths
Non-judgmental
Affective 2
(I-F)
Stage 6
Paradox
Situational
Ethics
Relative
Morality
Stage 3
Affective 1
(S-F)
CONCERN for PEOPLE
CONCERN for ETHICS
Stage 2
Stage 5
Cognitive 2
(I-T)
Monism
Organizational theory
World management
and consequences
Stage 4
Stage 1
Cognitive 1
(S-T)
Dualism
Efficiency
Production
Very judgmental
(0, 0, 0)
CONCERN for PRODUCT

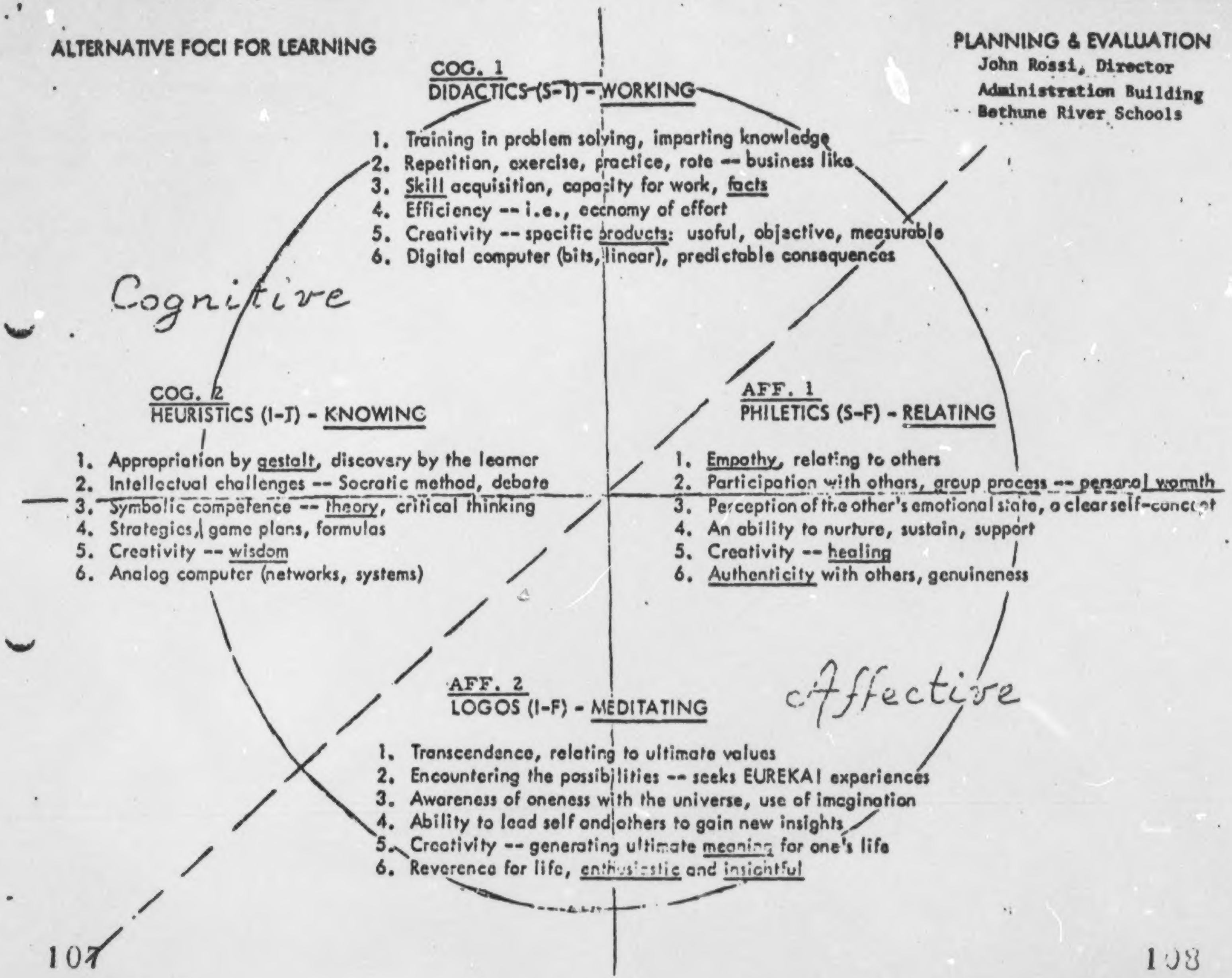
105

108

4/75

## ALTERNATIVE FOCI FOR LEARNING

**PLANNING & EVALUATION**
John Rossi, Director
Administration Building
Bethune River Schools



**COG. 1**
**DIDACTICS (S-T) - WORKING**

1. Training in problem solving, imparting knowledge
2. Repetition, exercise, practice, rote -- business like
3. Skill acquisition, capacity for work, facts
4. Efficiency -- i.e., economy of effort
5. Creativity -- specific products: useful, objective, measurable
6. Digital computer (bits, linear), predictable consequences

Cognitive

**COG. 2**
**HEURISTICS (I-T) - KNOWING**

1. Appropriation by gestalt, discovery by the learner
2. Intellectual challenges -- Socratic method, debate
3. Symbolic competence -- theory, critical thinking
4. Strategies, game plans, formulas
5. Creativity -- wisdom
6. Analog computer (networks, systems)

**AFF. 1**
**PHILETICS (S-F) - RELATING**

1. Empathy, relating to others
2. Participation with others, group process -- personal warmth
3. Perception of the other's emotional state, a clear self-concept
4. An ability to nurture, sustain, support
5. Creativity -- healing
6. Authenticity with others, genuineness

**AFF. 2**
**LOGOS (I-F) - MEDITATING**

1. Transcendence, relating to ultimate values
2. Encountering the possibilities -- seeks EUREKA! experiences
3. Awareness of oneness with the universe, use of imagination
4. Ability to lead self and others to gain new insights
5. Creativity -- generating ultimate meaning for one's life
6. Reverence for life, enthusiastic and insightful

Affective

MO CODE: SS 7 75 - 7 - 2.1 TITLE: Given three opportunities to volunteer fo
variety of tasks the student will assume the responsibility at least once during the
school year.

MO CODE: TITLE:

MO CODE: TITLE:

MO CODE: TITLE:

MO CODE: TITLE:

## SUMMARY OF STUDENT PERFORMANCE

| MO CODE | No. OF STUDENTS ACHIEVED | | | | EFFORT | | |
|---|---|---|---|---|---|---|---|
| | BEFORE (AB) | AFTER (AA) | TOTAL | DID NOT (NA) | CONSIDE-RABLE (CE) | SOME (SE) | LITTLE (LE) |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

**Summary of Program Costs**

| | Budget | Actual Cost | Differ |
|---|---|---|---|
| Personnel | $ | $ | $ |
| Materials and Supplies | | | |
| Equipment | | | |
| Other | | | |
| TOTAL | $ | $ | $ |

# PLAN & REPORT OF AN INSTRUCTIONAL UNIT

.O. Social Studies 7. TITLE: The student understands that the response a person makes to other human beings and to his environment is related to the conceptions he has of himself.

UNIT PLANNER(S): Rossi, Longfield, Pollack DATE: 6/75

IO CODE: SS 7.75 TITLE: The student values himself as an individual.

CO CODE: SS 7.75 - 7 - 1 MIN.( ) ALT.(x)

TITLE: Express his opinions in class.

CO CODE: SS 7.75 - 7 - 2 MIN.(x) ALT.( )

TITLE: Volunteer to assume some responsibility.

CO CODE: SS 7.75 - 7 - 3 MIN.(x) ALT.( )

TITLE: Share with peers an accomplished task or an experience.

CO CODE: MIN.( ) ALT.( )

TITLE:

CO CODE: MIN.( ) ALT.( )

TITLE:

MO CODE: SS 7.75 - 7 - 2.1

## DIAGNOSIS (WHAT WE ALREADY KNOW & FEEL)

| DATE | CONTENT (AWARNESS) | PROCESS (TO RECALL OR TO SET THE STAGE | CHECK |
|---|---|---|---|
| | An informal inquiry into the past behavior and experiences | 1. Do you like to volunteer to help out with classroom chores? | Questionna<br>-- willingn<br>to reveal s<br>informatio |
| | | 2. Have you ever volunteered to help out with chores in school? | |
| | | 3. Would you be willing to volunteer to help out with classroom chores? | |
| | | 4. Have you ever volunteered to help other students with their assignments? | |
| | | 5. Would you be willing to help other students with their work, if you were asked to do so? | |
| | | 6. Have you ever been a chairman of a group? | |
| | | 7. Would you be willing to be a chairman of a group? | |
| | | NOTE: #4 & #5 requires a clarification of what traditionally has been called: "cheating". | |

EFFECTIVE PROCESSES:

LESS EFFECTIVE:

RECOMMENDED CHANGES:

# PROGRAM EVALUATION- AI (ACHIEVEMENT INDICATORS):

| DATE | PROCESS & LEVEL OF QUALITY |
|---|---|
| | SS 7.75 - 7 - 2.1 The student has volunteered to assume responsibility at least once during the school year. |

EFFECTIVE:

LESS EFFECTIVE:

CHANGES:

MASTER PLAN

Name of Applicant - Bethune River Schools Fiscal Year - 1975

(Revised) Output/Product Summary - Master Plan (3/75)

| Activity No. | Output Measure or Product | Responsible Party |
|---|---|---|
| 1.0 | A Systems Analysis of the School District for the Purpose of Implementing SPECS | |
| 1.1 | Define Activity Area | Rossi |
| 1.2 | Questions concerning scope of current program and personnel | Rossi |
| 1.3 | Decision on levels of disaggregation most useful in SPECS | Longfield<br>Inlow, Rossi<br>Rice & Staff |
| 1.4 | Master Plan for implementing Planning, Evaluation and Budgeting procedures | Longfield<br>Inlow, Rossi<br>Rice & Task Force |
| 1.5 | Develop flow charts of on-going activities | Rice, Rossi<br>Longfield and Staff |
| 1.6 | Publish flow charts for staff information | Rossi |
| 2.0 | Program Planning, Implementation, Evaluation and Re-Planning | |
| 2.1 | Materials for In-Service on Component 3 of SPECS using Rossi Model | Rossi |
| 2.2 | Orientation Presentations to Professional Staff and Board of Education | Rossi, Longfield and Rice |
| 2.3 | In-Service for Professional Staff | Rossi and Pendleton |
| 2.4 | Implementation of Program Planning Procedures | Staff |
| 2.5 | Evaluation of Programs | Staff |
| 2.6 | Re-Planning | Longfield<br>Principals & Curriculum leaders |
| 3.0 | Community-based Broad Goal Definition | |
| 3.1 | Board Motion to Proceed | Inlow |
| 3.2 | Ranking of Goals by variety of groups | Longfield |
| 3.3 | Ranking of Performance by variety of groups | Longfield |
| 3.4 | Goal Ranking Summary | Longfield |

| Activity No. | Output Measure or Product | Responsible Party |
|---|---|---|
| 3.5 | Disaggregate PDK Goals (1,2,6,9,10,13,14,15) into next level of goal categories in Cog. 1, Cog. 2, as as appropriate | Longfield<br>Task Forces |
| 3.51 | Disaggregate all PDK goals into Cog. 1, Cog. 2, Aff. 1 | Longfield<br>Task Forces |
| 3.6 | Presentation to the Board for acceptance 3.51 | Longfield |
| 3.7 | Publication of articulated goals by subject area for community Cog. 1, Cog. 2, Aff. 1 | Longfield |
| 4.0 | Assessing (Evaluating) the achievement of the District's Broad Goals | |
| 4.1 | Assessing the match between articulated goals in each subject area (3.51) and critical objectives developed by staff. (See procedure 2.4) | Longfield |
| 4.2 | Develop procedure for matching ACTUAL program outcomes and critical objectives. | Longfield |
| 4.3 | Review and re-evaluate goal hierarchy and broad educational goals, if required | Board of Educ. &<br>Longfield |
| 4.4 | Re-evaluate programs, if required using procedures 2.44 | Longfield<br>Staff |
| 5.0 | Program Cost Accounting and Budgeting | |
| 5.1 | Development of code book of operating programs and object-cost categories (chart of accounts) | Rice |
| 5.2 | Data processing application using "EPIC" -- Handbook II | Hanson |
| 5.3 | Development of a set of forms for:<br>a) generating budget data in terms of district operating programs, and later<br>b) for reporting school costs of these programs | Stevens |
| 5.4 | Re-evaluation and updating -- specific procedures for using the forms developed in 5.3 for the District's first year of implementation | Stevens |
| 5.5 | Program Budget for the district during first year of implementation | Rice |
| 5.6 | A program budget prepared for second year of implementation (tentative) | Rice |
| 6.0 | Providing for the "Seeding, Feeding and Weeding" of SPECS | |
| 6.1 | Budget for SPECS - July, 1975 to December, 1975 | Rossi |

PDK - Phi Delta Kappa Community Goal Hierarchy (18 major goals subdivided into 60 sub-goals)

SPECS - School Planning, Evaluation & Communication System (a management model)

ROSSI MODEL - Learning Styles and Curriculum: A Global Model of Education Providing for Cognitive and Affective Domains (Cognitive 1, Cognitive 2, Affective 1, Affective 2)

## 1.0 A Systems Analysis of the School District for the Purpose of Implementing SPECS

| Indicators of Task Completion | Relevant Dates | Personnel Responsible and Involved |
|---|---|---|
| 1.1 Define Activity Area | | |
| 1.11 Develop list of administrative position and personnel assignment. | 1/31/75 | Rossi & Hansen |
| 1.12 Develop list of teacher assignments by building. | 1/31/75 | Rossi & Hansen |
| 1.2 Questions concerning scope of current program and personnel | | |
| 1.21 Distribute Newsletter #1 with a questionnaire on professional self-perception:<br>a) in terms of program organization<br>b) in terms of methods and goals in the classroom | 2/3/75 | Rossi |
| 1.211 Collection and summation of data in 1.21 by building and district. | 2/19/75 | Rossi |
| 1.212 Report above data to staff in Newsletter #2 | 2/24/75 | Rossi |
| 1.22 Develop questionnaire concerning Utilization of Resources | 2/19/75 | Rossi |
| 1.221 Administer questionnaire in 1.22 at various staff meetings. | March & April, 1975 | Rossi |
| 1.222 Report summary data on questionnaire 1.22 in Newsletter #3 | May, 1975 | Rossi |
| 1.3 Decision on levels of disaggregation most useful in SPECS | | |
| 1.31 Draft of suggested levels of disaggregation for:<br>a) instruction and supportive program budgeting; and<br>b) instruction program evaluation (self-reported data per classroom) | 2/14/75 | Longfield, Rossi |
| 1.32 Central administration review and recommendations concerning 1.31 | 2/20/75 | Inlow, Longfield, Rice & Rossi |
| 1.33 Presentation of recommendations developed in 1.32 and final (GO/NO go) decision on disaggregation (Part of administration in-service -- see 2.31) | 3/10/75 | Longfield, Rice & Rossi<br>Administrators |
| 1.4 Master Plan for implementing Planning, Evaluation and Budgeting procedures. | | |
| 1.41 Development of first and second draft of Master Plan | 2/14/75 | Longfield, Rossi, B. Cole DuVall, Nagle, Walker |
| 1.42 Central administration review and recommendations concerning 1.41 | 2/20/75 | Inlow. Rice Longfield, Rossi |

| Indicators of Task Completion | Relevant Dates | Personnel Responsible and Involved |
|---|---|---|
| 1.43 Present recommendations developed in 1.42 (GO/NO go) to administrative staff (workshop 2.31) | 3/10/75 | Longfield, Rice<br>Rossi & Administrators |
| 1.44 Present 1.43 to joint meeting of elementary and secondary curriculum evaluation committees and curriculum leaders (GO/NO go) as the joint TASK FORCE. | 4/16/75 | Longfield, Rossi<br>& committee members |
| 1.45 Develop guidelines for updating Master Plan. | May, 1975 | Task Force |
| **1.5 Develop flow charts of on-going activities** | | |
| 1.51 "Authority chart" -- organizational structure including committees | 2/14/75 | Rossi |
| 1.52 Proposed "Program chart" to include instructional and supportive services to be presented 1.32 | 2/14/75 | Rossi |
| 1.521 Approved "Program chart" after 1.33 | 3/10/75 | Rice, Longfield,<br>Rossi & Administrators of district |
| 1.54 Develop an activity flow chart for the Master Plan with time schedule | April, 1975 | Rossi |
| 1.55 Develop procedures for semi-annual revision of flow charts | July, 1975 | Rossi |
| 1.551 First review of flow charts | Aug., 1975 | Rossi |
| **1.6 Publish flow charts for staff information** | | |
| 1.61 Central staff (1.51 & 1.52) | 3/12/75 | Rossi |
| 1.62 Buildings (1.51 & 1.52) | 3/12/75 | Rossi |
| 1.63 School Board (1.51, 1.52, 1.54) | 5/19/75(?) | Rossi |

## 2.0 Program Planning, Implementation, Evaluation and Re-Planning

| Indicators of Task Completion | Relevant Dates | Personnel Responsible and Involved |
|---|---|---|
| **2.1 Materials for In-Service on "Component 3" of SPECS using Lotas Model** | | |
| 2.11 Theory for the Rossi Model<br>Elaborations of:<br>(Cognitive 1 - skills<br>(Cognitive 2 - wisdom<br>(Affective 1 - social<br>(Affective 2 - metaphysical | Completed 2/3/75<br>Modes completed 2/7/75 | Rossi |
| 2.12 Documents to show the relationship between Rossi Model and Joseph Hill Cognitive Style Mapping (Cog. 1 & Cog. 2) | 2/21/75 | Rossi |
| 2.13 Documents to show relationship between Rossi Model and Bloom's Taxonomy of Cognitive, Affective and Psychomotor domains | 3/14/75 | Rossi |
| 2.14 Documents to show relationship between Rossi Model and State's Common Goals of Education | 3/14/75 | Rossi |

| | Indicators of Task Completion | Relevant Dates | Personnel ~~Responsible~~ and Involved |
|---|---|---|---|
| 2.15 | Documents developed to show relationship between Rossi Model and PDK Community goal hierarchy for CVS | 3/28/75 | Rossi & Longfield |
| 2.16 | Documents developed to show relationship between SPECS Component 3 and modality cognitive 1 in terms of P.E.D. documents | April, 1975 | Rossi |
| 2.17 | Documents developed to show relationship between SPECS Component 3 and modality cognitive 2 in terms of P.E.D. documents | April, 1975 | Rossi |
| 2.18 | Development of Planning/Evaluation Documents for use by teachers in implementing Activity 2 in regard to Affective 1 and Affective 2 domains | Start 2/28/75 | Rossi & Middle School staff |
| 2.2 | Orientation Presentations to Professional Staff and Board of Education | | |
| 2.21 | Initial inquiry and survey regarding administrators recall of information received at August, 1974 SPECS Workshop concerning all components | 1/13/75 | Rossi & Administration |
| 2.211 | Discussion of the role of the Planning & Evaluation Office in the district | 1/27/75 | Rossi & Administration |
| 2.212 | Report of Progress to the Board of Education | May, 1975<br>Nov., 1975<br>May, 1976<br>Nov., 1976 | Rossi |
| 2.22 | Initial staff orientations concerning the Office of Planning & Evaluation: | | Rossi |
| 2.221 | Maple (20 min.) | 1/21/75 | |
| 2.222 | Brandeis (1 hr.) | 1/24/75 | |
| 2.223 | B. R. H. S. | 3/75 | |
| 2.224 | Jordan | 3/75 | |
| 2.225 | Mark Twain | 3/75 | |
| 2.226 | Silverton | 3/75 | |
| 2.227 | Ferndale | 3/75 | |
| 2.228 | Five Oaks | 9/75 | |
| 2.229 | Hillsborough | 9/77 | |
| 2.3 | In-Service for Professional Staff | | |
| 2.31 | Workshop for all administrators; discussion/evaluation of SPECS and Master Plan (GO/NO go) | 3/10/75 additional as required | Rossi (1, 2 overview)<br>Longfield (3, 4)<br>Rice (5) |
| 2.32 | Brandeis Intro. Workshop (2½ hrs.) on Rossi Model + SPECS + commitment to proceed (80%) (GO/NO go) | 2/18/75 | Rossi, Pendleton & Brandeis staff |
| 2.33 | Maple Intro. Workshop (2½ hr.) Rossi Model + SPECS + commitment to proceed (80%)(GO/NO go) | 2/25/75 | Rossi, Longfield, curriculum leaders<br>Farnsworth, Maple staff |

| | Indicators of Task Completion | Relevant Dates | Personnel Responsible and Involved |
|---|---|---|---|
| 2.331 | In-service training period for Middle Schools (either as graduate credit course and/or salary step credit and/or small stipend) at 80% participation for 14 wks. at 2½ hrs./wk. (total 35 hrs. + directed study) | 3/4/75<br>6/10/75 | Rossi and<br>Pendleton, CEPM consultants and others |
| 2.332 | In-service for new middle school staff for one day. | 8/29/75 | Rossi |
| 2.341 | Meetings at each elementary school to establish introductory workshops of at least 2½ hrs. | 9/75 | Rossi |
| 2.342 | Intro. workshops at all five elementary schools on Rossi Model + SPECS + commitment *80%) to proceed (GO/NO go) | 10/75 | Rossi |
| 2.343 | In-service training period for all grade K-2 teachers as in 2.331 in Math and Reading in Cog. 1 and others as appropriate with implementation of: | Fall, 1975 | Rossi + ?<br>CEPM assistance |
| | 2.411 ) ( 2.41 Cog. 1<br>2.421 ) as in ( 2.42 Cog. 2<br>2.431 ) ( 2.43 Aff. 2 | Jan., 1976 | Rossi + ? |
| 2.344 | In-service training period for all grade 3 - 5 teachers in Math and Reading in Cog. 1 and others as appropriate as in 2.331 with implementation of: | Spring, 1976 | Rossi + ? +<br>CEPM assistance |
| | 2.412 ) ( 2.41<br>2.422 ) as in ( 2.42<br>2.432 ) ( 2.43 | June, 1976 | Rossi + ? |
| 2.35 | Workshop for new teachers in middle schools and elementary schools for one day. | 8/75 | Rossi + ? |
| 2.36 | Procedures for high school meetings, intro. workshops and in-service training to commence in Fall of 1976 (starting with math & science in-service) | March, 1976 | Rossi + ? |
| 2.37 | Initial 1 hr. presentation of Rossi Model for curriculum leaders | 1/23/75 | Rossi |
| 2.371 | Curriculum leaders invited to participate with Maple Middle School staff intro. workshop, in-service training and 2.38 meeting | 2/25/75 | Longfield |
| 2.38 | Intro. workshop for joint meeting of elementary and secondary curriculum evaluation committees and curriculum leaders and decision to become TASK FORCE (invitation) | 3/14/75 | Longfield &<br>Rossi |
| 2.381 | Develop a chart of responsibilities for TASK FORCE (1) K-6 and (2) 7 - 12<br>See: Insert #4 | 3/12/75 | Rossi &<br>Longfield |

| | Indicators of Task Completion | Relevant Dates | Personnel Responsible and Involved |
|---|---|---|---|
| 2.4 | Implementation of Program Planning Procedures | | |
| 2.41 | Tasks to be accomplished in 2.331 by Cog. 1 groups of 2 to 3 people in subject areas:<br>a) a set of general objectives for an entire semester program;<br>b) achievement indicators (one or more) for each of the general objectives developed for the first unit of the program; and<br>c) evaluative techniques and instruments (pre- and post-tests) for each of the indicators developed in (b) where a unit of work typically extends for about 3 or 4 wks. | 6/75 | Rossi, Pendleton and groups |
| 2.42 | Tasks to be accomplished in 2.331 by Cog. 2 groups of 2 to 3 people in subject areas -- one set of P.E.D. disaggregated to critical indices, ONLY (a & b in 2.41) | 6/75 | Rossi, Pendleton and groups |
| 2.43 | Tasks to be accomplished in 2.331 by Aff. 1 and Aff. 2 groups of 2 to 3 people -- a proposed set of P.E. Documents and some progress toward completion of one set in some content area | 6/75 | Rossi |
| 2.44 | Time Schedule -- for middle school planning implementation and re-planning; See: Insert #1 Planning means:<br>A. Completion of background materials<br>B. Development of general objectives of the unit (critical objectives)<br>C. Development of performance objectives or specific objectives.<br>D. Development of evaluative techniques for assessing student performance (pre- and post-assessment)<br>E. Possibly suggested instructional processes for the unit -- to be further developed during implementation on an on-going basis. | 2/21/75 | Longfield & Rossi |
| 2.5 | Evaluation of Programs | | |
| 2.51 | Individual and group outcomes -- recording procedures for program summaries | 3/75 | Rossi |
| 2.6 | Re-Planning | | |
| 2.61 | Program summaries to be forwarded to Assistant Superintendent for Instruction | 2/77 and thereafter semi-annually | Principals, Staff, Dept. Chairmen, Team Leaders |
| 2.62 | Development of procedures to summarize data collected | May, 1976 | Rossi<br>Longfield |
| 2.63 | Development of procedures for analyzing data | May, 1976 | Longfield & Rossi |
| 2.64 | Develop procedures for recommending changes in program based on analysis | May, 1976 | Longfield & appropriate councils or committees |

**INSERT 1** (2.44) ILLUSTRATIVE Middle School Planning, Implementation and Re-planning Schedule

| Cog. 1 (2.3311) | 3/75 - 6/75 | 9/75 - 1/76 | 2/76 - 6/76 | 9/76 - 1/77 | 2/77 - 6/77 |
|---|---|---|---|---|---|
| Math 6 $C_1$ | Plan $C_1S_1$ | Imp. $C_1S_1$<br>(Plan $C_1S_2$) | Imp. $C_1S_2$<br>(Re-plan $C_1S_1$) | Imp. $C_1S_1$<br>Prog. Summary | Imp. $C_1S_2$<br>(Re-plan $C_1S_1$)<br>Prog. Summary |
| Reading 6 $C_2$ | Plan $C_2S_1$ | Imp. $C_2S_1$<br>(Plan $C_2S_2$) | Imp. $C_2S_2$<br>(Re-plan $C_1S_1$) | Imp. $C_2S_1$<br>Prog. Summary | Imp. $C_2S_2$<br>(Re-plan $C_2S_1$)<br>Prog. Summary |
| Art $C_3$ | Plan $C_3S_1$ | Imp. $C_3S_1$<br>(Plan $C_3S_2$) | Imp. $C_3S_2$<br>(Re-plan $C_3S_1$) | Imp. $C_3S_1$<br>Prog. Summary | Imp. $C_3S_2$<br>(Re-plan $C_3S_1$)<br>Prog. Summary |
| Cog. 2 (2.3312) | | | | | |
| Math 6 $C_1$ | Plan $C_1$ | Complete<br>Plan $C_1S_1$ | Plan $C_1S_2$<br>Complete | Imp. $C_1S_1$<br>Prog. Summary | Imp. $C_1S_2$<br>(Re-plan $C_1S_1$)<br>Prog. Summary |
| Language Arts 8 $C_2$ | Plan $C_2$ | Complete<br>Plan $C_2S_1$ | Plan $C_2S_2$<br>Complete | Imp. $C_2S_1$<br>Prog. Summary | Imp. $C_2S_2$<br>(Re-plan $C_1S_1$)<br>Prog. Summary |
| Art $C_3$ | Plan $C_3$ | Complete<br>Plan $C_3S_1$ | Plan $C_3S_2$<br>Complete | Imp. $C_3S_1$<br>Prog. Summary | Imp. $C_3S_2$<br>(Re-plan $C_3S_1$)<br>Prog. Summary |
| AFF. 1 (2.3313) | | | | | |
| Social Skills $C_1$ | Develop PED & Start planning $C_1$ | Complete<br>Plan $C_1S_1$ | Plan $C_1S_2$<br>Complete | Imp. $C_1S_1$<br>Prog. Summary | Imp. $C_2S_2$<br>(Re-plan $C_2S_1$)<br>Prog. Summary |

Most common PED choices

| | |
|---|---|
| 2.3<br>5.2 - plan by time<br>6.10<br>6.11 or 6.13<br>7.0<br>Program Summary | 2.2<br>4.0 - plan by objective<br>5.1<br>6.10<br>6.11 or 6.13<br>7.0<br>Program Summary |

**NOTES:**

C - course
Plan C - a) general goals or critical objectives;
b) lesson plans and materials using PED
Complete Plan - In addition to the above includes pre- and post-tests
S - semester
PED - Planning and Evaluation documents
Imp - implement or live with the plan

## 3.0 Community-based Broad Goal Definition

| Indicators of Task Completion | Relevant Dates | Personnel Responsible and Involved |
|---|---|---|
| 3.1 Board Motion to Proceed | 12/73 | Inlow & Brd. of Educ. |
| 3.2 Ranking of Goals by variety of groups | Start 3/74 complete 5/74 | Longfield & Curr. Leaders + Brd. of Educ. + Admin. + Prof. Staff + Community + Student at H.S. |
| 3.3 Ranking of Performance by variety groups | complete 5/74 | Longfield |
| 3.4 Goal Ranking Summary | Presented to Brd. 6/74 & Adopted by Brd. 12/74 | Longfield |
| 3.5 Disaggregate PDK Goals (1, 2, 6, 9, 10, 13, 14, 15) into next level of goal categories in Cog. 1, Cog. 2 as appropriate | 6/15/75 | Longfield Task Forces |
| 3.51 Disaggregate all PDK goals into Cog. 1, Cog. 2, Aff. 1 | 6/76 | Longfield & Task Forces |
| 3.6 Presentation to the Board for acceptance 3.51 | July, 1976 | Longfield |
| 3.7 Publication of articulated goals by subject area for community Cog. 1, Cog. 2, Aff. 1 | 9/76 | Longfield |

## 4.0 Assessing (Evaluating) the achievement of the District's Broad Goals

| | | |
|---|---|---|
| 4.1 Assessing the match between articulated goals in each subject area (3.51) and critical objectives developed by staff (See procedure 2.4) | Start 7/76 continuous | Longfield Inlow , Curr. Leaders & appropriate councils & comm. |
| 4.2 Develop procedure for matching ACTUAL program outcomes and critical objectives | 9/76 | Longfield + ? |
| 4.3 Review and re-evaluate goal hierarchy and broad educational goals, if required | Annually July, 1976 | Brd. of Educ. & Longfield |
| 4.4 Re-evaluate programs, if required, using procedures 2.44 | 10/76 | Longfield & Staff |

## 5.0 Program Cost Accounting and Budgeting

| | | |
|---|---|---|
| 5.1 Development of code book of operating programs and object-cost categories (chart of accounts) | 6/75 | Rice |
| 5.11 Definition of object-cost categories | 5/75 | Stevens & Hansen |
| 5.12 Definition of selected activity categories | 5/75 | Stevens & Hansen |
| 5.2 Data processing application using "EPIC" -- Handbook II | 6/30/75 | Hansen & Stevens |

| Indicators of Task Completion | Relevant Dates | Personnel Responsible and Involved |
|---|---|---|
| 5.21 Pilot program budget in parallel with existing line budget | 6/30/75 | Rice |
| 5.22 Pilot monthly budget reports | 8/31/75 | Stevens |
| 5.3 Development of a set of forms for: | | |
| a) generating budget data in terms of district operating programs; and later | 6/75 | Stevens & his Staff |
| b) for reporting school costs of these programs | | |
| 5.4 Re-evaluation and updating -- specific procedures for using the forms developed in 5.3 for the District's first year of implementation | 6/75 | Stevens |
| 5.41 In-service for appropriate personnel with budgeting authority | 6/75 | Rice, Stevens & Hansen |
| 5.5 Program Budget for the District during first year of implementation | 6/76 | Rice |
| 5.51 Monthly budget reports | 8/31/76 & thereafter | Stevens |
| 5.6 A program budget prepared for second year of implementation (tentative) | 7/1/77 | Rice |
| 5.61 Final budget based on state aid and contract settlements | 10/77 | Rice |

### 6.0 Providing for the "Seeding, Feeding and Weeding" of SPECS

| | | |
|---|---|---|
| 6.1 Budget for SPECS July, 1975 to December, 1975 | 3/4/75 | Rossi |
| 6.11 Budget for SPECS January, 1976 to December, 1976 (maybe January - June, July - June) See: Insert #5 | 3/4/75 | Rossi |

### Summary GO/NO go Decisions

| | | |
|---|---|---|
| 1.33 Decision on the level of disaggregation for: a) Budget; & b) Program Evaluation | 3/10/75 | Principals and Cen. Admin. |
| 1.43 Decision about Master Plan | 3/10/75 | Prin. & Cen. Admin. |
| 1.44 Decision about Master Plan | 4/16/75 | Task Force |
| 2.32 Brandeis Intro. Workshop (80% commitment) decision to participate in in-service | 2/18/75 | Brandeis staff |
| 2.33 Maple Intro. Workshop (80% commitment) | 2/25/75 | Maple staff |
| 2.342 Elementary Intro. Workshop | 10/75 | Staff |

This chronology was developed by the staff of the SPECS Program within CASEA, the research and development unit of the Center for Educational Policy and Management (CEPM) at the University of Oregon. CEPM is supported in part by funds from the National Institute of Education (NIE). Opinions expressed in the chronology do not necessarily reflect policies or positions of either CEPM or NIE, and no official endorsement by either organization should be inferred.

# Cady Public Schools

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School Planning, Evaluation & Communication System
Center for Educational Policy and Management
University of Oregon
Eugene, Oregon
1976

The Cady School District serves slightly over 4000 students and is located in a suburban seaboard area. Less than five percent of the students' families are below the poverty line and the median income of the area is almost $12,000. Cady schools are located in physically pleasant surroundings and appear unusual in no particular way. The district offices are housed in what were once two-room school buildings dating back to the turn of the century.

## Early Involvement with SPECS

On August 10, 1973, Donald Royce, Vice-President of General Learning Corporation received official notification that they were being awarded a contract by Cady for the implementation of Components One, Two and Three of SPECS. The contract would be part of a larger Title III project in the district, Project CAPAC (Cost Accounting, Planning and Communication).

In early October of 1973, SPECS Director, Jack Nagle, met with Robert Hartford, Director of the CAPAC project to discuss the implementation of SPECS in the district. Hartford, who had been coordinating a wide range of innovative programs in the Cady School District, was hopeful that SPECS could provide the needed framework for tying the programs together into a program planning, budgeting and evaluation system.

In a letter dated October 16, Nagle asked Hartford about the possibility of Cady's becoming a field test site, stating that he was looking for three to six districts to become such sites.

On January 18, 1974, Lloyd DuVall, then Director of School Services, General Learning Corporation, met with Superintendent Dale Speer, Business Manager John Ferguson, and Hartford to discuss (1) the planning of workshops for secondary teachers who would be using SPECS, (2) budget planning, (3) time allocation procedures for teachers, and (4) costs for supplies and textbooks. Ferguson raised a question about a budget manual for principals and other program managers, and DuVall assured him that this would be developed. He was also concerned about the amount of computer time that would be needed to run a program budgeting package. Although DuVall could not give an accurate estimate of the time required, he stated that based on his prior experience, he was convinced that the time demands would not be so heavy that they would force other programs to be pushed off the computer.

In March, DuVall, Ed Kenney and Walker conducted a two-day workshop for teachers and principals. Teachers were to use the SPECS approach in a mini-course in the last 6 weeks of the school year. In March also a budget specialist was hired to help with Component Two. DuVall met with Hartford and him for a full day. As a result, the consultant would complete the changeover.

Hartford stated that DuVall would be meeting with them to develop a Master Plan in the near future. He also noted that it was his objective to get a broad district commitment to SPECS as an on-going process which would be continued in Cady after the current Title III activity had ended.

In a May 30, 1974 letter to Nagle, Hartford outlined the current state of SPECS activities in the district. This reflects about six days' time with Cady personnel and DuVall. DuVall made a presentation to the Board of Education and responded to questions concerning SPECS and its probable impact on the district. Hartford's outline is as follows:

Component One

> Completed in terms of data gathered. Flowcharts to be retyped and data sheets to be written up. Target for completion 6-10-74.

Component Two

a. Teacher time allocations complete.
b. Instructional materials allocation complete.
c. Budget program code complete in rough form. Finished form target date 6-10-74.
d. 1974-75 budget to be recast June 11, 12, 13. Finished document submitted to Board of Education 6-30-74.

Component Three

> Eight teachers trained and SPECS planned instructional programs implemented as pilots in the fourth quarter of 73-74. Evaluation on 6-10-74.

In addition, Hartford stated that during the next year the District was planning to develop a program accounting system to monitor their budget. Plans also included extending Component Three into other areas, meshing their approach to Componet Four (Phi Delta Kappa goal setting) with other components, and beginning work on Component Five.

## Interviews with Teachers--June 10, 1974

On June 10, 1974, Du Vall and Cole met with Hartford; Ben Fisher, Director of Secondary Curriculum; Joan Howell, Director of the Elementary Curriculum; and six teachers who had been piloting SPECS during the past semester. The purpose of this meeting was to find out about the teachers' activities and the problems they were having, if they saw any benefits accruing to them from use of SPECS, and to discuss next steps for implementation.

Prior to the meeting, DuVall and Cole were able to talk with some of the teachers individually and others in small groups. The following is an account of comments made in those conversations and during the meeting:

### Jim Lamm--High School Biology

Lamm seemed enthusiastic about teaching and eager to learn anything that would benefit him and his students. He said that one of the problems he had encountered in using SPECS was his trying to "jam a whole semester's work into three weeks." He noted that the pre-tests had pointed out some deficiencies in his planning. For example, most of his students had scores of 80-90% on the pre-tests which indicated they were generally knowledgeable of the material to be presented. Therefore he made changes in his course so that he would not be teaching what his students already knew. Lamm commented that such pre-testing actually enabled him to work with larger groups. He said that his biggest problem was in knowing "how to evaluate students who did worse on the post-test."

### Ed Malkowski--Fifth Grade Social Studies

Malkowski had begun piloting SPECS in mid-May and found out that "it was difficult to implement a new program during the last part of the year." He "had to sit down and think about pre- and post-testing." He said that he already had in mind what he wanted to do but thought the summer would be a better time to plan. He also believed that it was possible to "overplan and get bogged down."

Malkowski mentioned that a few weeks ago he had presented SPECS to the Citizens' Advisory Committee for Cady. Although he made no specific comments on the Committee's reactions, he gave no reason to believe they were negative.

### Fred Oland--High School Math

Oland said he found he "had to write the general objectives and it was difficult to cover all the general objectives." He said that while he had covered only two of his three general objectives, he had covered all of his program objectives. He found it "tough to sell all teachers on the program because it requires so much preparation and record keeping. There is a tendency to cheat when I get behind." He also thought that people who were not actually doing SPECS should be assigned to monitor the progress.

### Other Teachers' Comments

Several other teachers commented that the lack of time was a major problem and that pre-testing every objective made for a great deal of record-keeping. The teachers pointed out that one of the most frustrating problems was keeping dual student performance records. They used the district supplied grade books since they were "legal documents" collected at the end of each year; however, they were now being asked to keep SPECS grade books.

When DuVall asked a group of teachers if SPECS had been worth the effort, they responded by listing the costs and benefits as follows:

| Benefits | Costs |
|---|---|
| Prepared document for next year | Dual record keeping |
| Planning | Planning Time |
| Knowledge of where the students are | Short-cutting |
| Detailed descriptions of student ability | Teacher boredom |

DuVall then asked the teachers what they liked most about the workshop. Summarized, their comments were:

(1) They had received information from the school district that they had not had previously;

(2) It appeared that as a result of the workshop, they would be receiving more time to work on SPECS;

(3) There would now be at least two people in each subject area working on SPECS; therefore, they would not feel quite so alone in their implementation efforts.

Hartford commented that the released time plan had not worked out and that many teachers did not want to leave their classrooms. He said that one of the teachers who had been working with SPECS was not at the meeting because she had been absent from her classroom so much that she felt the need to remain with her students.

Also, during the visit to the Cady district, DuVall spent three days working closely with the district's Business Manager to "cross-walk" the budget.

Later that day, Fisher introduced Cole to Richard Pearson the high school principal, and the three of them had a short meeting in Pearson's office. After some initial discussion Pearson talked about Malkowski's SPECS presentation to Cady's Citizen Advisory Committee which he said had been met with mixed reactions. He said that Malkowski had commented that SPECS seemed to be taking time away from being with students; therefore, he wondered how it would be possible to implement SPECS without teachers' aides. Pearson indicated that in his opinion program budgeting took away flexibility in various areas.

The conversation switched to general information about the high school with Pearson saying that the per pupil expenditure was about $1100-1200, a rather high figure for that county. Pearson said that a new reading program had been initiated but reading was not completely individualized, since there were four academic groups which meant that some sort of tracking was occurring.

## Meeting with Superintendent Speer

On the next day, June 11, 1974, Fisher had arranged for Cole to meet with Superintendent, Dale Speer. Speer was quite cordial and receptive to the interview. He was familiar, at least in general terms, with the CAPAC Project, the Cady umbrella framework of which SPECS is a part, and he was somewhat knowledgeable about SPECS; however, most of his knowledge stemmed from a brief presentation DuVall had made to the Board some months earlier.

He said that there was a high turnover rate among Board members which he thought was due to attritional factors. Since he had assumed the Superintendency in 1968, twenty-seven individuals had been Board members. He commented that the Board was not only a highly partisan one, but also extremely political.

Speer went on to say that one of the largest problems in the district was that the State Department of Education and the legislature were still groping in their attempts to define "thorough and efficient education."

In a telephone conversation with Hartford on August 8, 1974, DuVall learned that Ben Fisher, the Assistant Superintendent for Curriculum and Personnel had resigned and that Pearson had been appointed to the position.

He stated that the high school industrial arts teachers had attended a Component Three workshop but they were not ready to begin the year using SPECS documents. He also said that the English departments in grades 7-12 had been working over the summer to develop critical objectives from their program summaries. DuVall indicated that he and Cole would meet with Hartford on August 28 to plan next steps.

English Chosen for Component Three Pilot--August 28, 1974

A meeting was held with Hartford, Pearson, Cole and DuVall on August 28, 1974. Pearson, now the new Assistant Superintendent for Curriculum and Personnel, displayed products of program planning that had been done by one of the teachers in the intermediate school during the summer. He seemed to be very proud of the work the teacher had done and indicated that this was the type of work which which needed to be supported at a 110% level. The group discussed possible ways of training other teachers, the focus of that training, and when it should occur. It was decided that the target group for Component Three for SPECS work for this coming year should be the English Department in the intermediate school. Pearson indicated that as a part of that training, the new English Department Head (a recently promoted French teacher) should also be made aware of SPECS and SPECS planning. DuVall and Cole attempted to discuss Component Two of SPECS, but Pearson was interested in discussing only Component Three. This was made very plain on two occasions when DuVall tried to discuss both of the other components and Master Plan development in the district. Seeing that he could spark no interest in examining the Master Plan, DuVall stated that in view of the need for districts to submit a Master Plan for identifying field-test sites, it was absolutely imperative that a Master Plan be forwarded from Cady and that it arrive no later than November 15. When discussing the possibility of Pearson or his designate attending the SPECS Fall Conference in October, Pearson said that it would be impossible due to Board regulations.

In discussing the future of SPECS in Cady, Hartford indicated that Board action in the next two weeks would be crucial in determining whether SPECS would continue as an operating unit or portion of program development in Cady. Hartford stated that there was some opposition on the Board to continued acceptance of funds from the State Department to continue the entire CAPAC Project. He said that if the CAPAC Projett ceased, SPECS implementation would only be continued on the Component Three work which Pearson was anxious to assume. He also said that if CAPAC continued, then SPECS would continue to operate as outlined in the forthcoming Master Plan.

## Board Approves CAPAC--September 23, 1974

DuVall met with Hartford on September 23, 1974, to discuss the current status of SPECS implementation in Cady and to get a clear indication of the district's intentions regarding SPECS.

Hartford said that the Board of Education had approved the CAPAC Project for another year. Since the CAPAC Project had been approved, this presented the question about the place of SPECS in their total efforts. Pearson had apparently tapped the political resources in townhall to pressure the Board into bending from the Board position on a contract which was totally unacceptable to the teachers. Through his efforts, Pearson had emerged as a very powerful figure in the political structure in the district. Therefore, it appeared that if he supported SPECS, implementation would be assured; however, if he did not support SPECS, there would be no chance of implementation. It was Hartford's perception that if SPECS were to be implemented, it would have to be done by forcing it from CAPAC and moving its direction to the office which Pearson headed.

In discussing the status of Component Two in the district, Hartford stated that he didn't know if the Business Manager understood or cared about program budgeting. However, providing a program budget to the Board of Education was within the scope of the CAPAC Project and, therefore, he planned to begin anew, putting the budget into a programmatic format.

Later that day, DuVall and Pearson met to discuss issues related to SPECS. Pearson expressed concern about the potential flexibility of SPECS. He did not want any system which would impose a rigid structure which teachers would be required to follow. DuVall attempted to reassure him that SPECS was a tool which could and should be adapted to suit the needs of teachers and principals in the district. His immediate concern was with Component Three, but he indicated that if Component Two was approved by the Board, they would then view the rest of SPECS as viable. Therefore, while his own concern was Component Three, Board approval and Board support for all of SPECS would come if Component Two was successful. Pearson stated that he was eager to get things underway and to support the teachers' efforts.

He asked about the possibility of contracting with individual teachers who could identify general and performance objectives for use by other teachers. DuVall pointed out that any such effort should not be presented as "laying on" content for all teachers to follow. In addition, he noted that while it might be more efficient to contract the teachers to identify objectives during the summer, the possibility of those objectives actually being used by teachers might be lessened.

Pearson referred on a number of occasions to the Development Team's role as consultants and to their demands for field test control. DuVall reassured Pearson that he was indeed interested in SPECS, but that SPECS implementation must be reflective of the district and that he was in no way interested in controlling the curriculum or operation of the schools. Pearson seemed to be moving very slowly, making sure that he was controlling the curriculum in the district. In many cases, Pearson would not make a commitment to any specific course of action or any next steps because to "wait to talk to someone else" or until "this" or "that" happened.

## Fall Planning--October 1974

On October 4, 1974 DuVall again contacted Pearson to check on the status of SPECS in Cady. At that time Pearson told him that a decision would be made within the next month regarding the implementation of Component Three in the intermediate school. Pearson said that the intermediate school principal was not yet sold on the program, and until a decision was made, Component Three work would be at a standstill.

On October 16, 1974, Cole phoned Hartford to ask about the possibility of someone from Cady attending the Fall Conference. Hartford said that it may be possible for several people to attend, but they did not yet know. Hartford noted that the district was interested in implementing Component Three in non-instructional areas--particularly Health Services and Food Services--and would probably begin doing so in the spring.

Joan Howell was given Board permission to attend the October 28 SPECS Conference. During the conference she shared with other participants the status of SPECS in Cady and described Cady's experience in using the Center for Study of Evaluation materials in conjunction with SPECS.

## Cady Chooses Not to Become Field Test Site--December 5, 1974

On December 5, 1974, Hartford notified DuVall that Cady would not be participating in the SPECS field test, but that they would continue some SPECS-like work. He noted that they would be holding a workshop for principals regarding the problems of curriculum development using objectives, and asked DuVall if he would be available to help, which DuVall agreed to do.

## Spring and Summer Problems--March and June 1975

The next meeting of DuVall and Hartford was on March 28, 1975. Hartford said that the budget had been defeated at the polls with only 8% of the registered voters turning out. However, since the budget had already been cut "to the bare bones," the Town Council had voted not to make any further cuts. Hartford asked if DuVall had received a letter indicating Cady's intention not to implement SPECS, and DuVall stated that although he had anticipated a letter based on their last conversation, he had not received one.

On June 12, 1975 DuVall received a phone call from Hartford to ask if he would conduct the workshop on objectives to be held for district principals. Hartford stated that SPECS was not dead in Cady, and he hoped that, through this workshop he could encourage principals to implement the program on their own. He also stated his intent to implement Component Three in Middle Elementary School when he returned there as principal the next year.

## Interviews--July 1975

Cole visited Cady in July of 1975 at which time she met with Pearson, a member of the school board, and two of the district's teachers.

### Anita Randolph, School Board Member

School Board member Anita Randolph told Cole that she "couldn't remember when things had been so bad." She explained that she was elected to the Board in 1971 and at that time, the sports program had just been expanded, the Board was contemplating the purchase of more land and Cady was a "progressive community." A year later, the Board purchased the land--which was the last successful referendum. Slowly, according to Randoph, the progressive people chose not to run and the people whom she typified as "John Birchers," who had no faith or trust in the administration, became Board members.

She described a main problem as being one of finances. Randolph explained that three years ago the courts had ruled the property taxes illegal. The side effect of the ruling was that state support was increased, and therefore, the state had mandated certain programs. Now recent cutbacks had meant that one-fifth of Cady's budget was cut. Since the district had held to a very stringent budget during the past two years (the tax rate had not increased for the past three or four years) the Board now found it impossible to pass a budget.

She pointed out that split sessions had been started during the last year, with the Board thinking that this would force people to vote additional monies for the schools, but instead they seemed to be saying "we'll manage if we have to." She believed that it was not the senior citizens who were defeating the referendums, but the parents.

She also stated that the Board was not interested in looking at any intricate or detailed programs. According to Randolph, the Board "saw the concept of SPECS as beautiful, but they didn't want it to be detailed or cost any money."

### Lori Taylor, High School English Teacher

Lori Taylor was one of the eleven teachers in Cady who had originally agreed to use SPECS in her classroom in 1973-74. Cole met with her on July 10, 1975 to discuss her experiences with SPECS.

She said that SPECS had helped her in a limited way but that having a limited course of study and too many objectives had led to difficulties. Additional problems were encountered when a new department head was hired. Formerly, the department head had emphasized composition, maintaining folders, etc., but the new department head, Leona Seegel held these in less esteem although she did like the idea of writing objectives. She said that another problem was the cumbersome task of record-keeping, pointing out that she preferred the traditional grade book to the Record of Student Performance since it made this task much easier. The main problem, Taylor said, was that two systems existed--the old grading system and the new SPECS program, which made communication extremely difficult.

When asked if she had shared her materials with colleagues and what their reactions were, Taylor stated that those who had attended the workshop were most interested but many of her high school colleagues were very cynical, believing SPECS to be some sort of gimmick. Taylor also pointed out that the lack of consistency in SPECS terminology had caused her problems. She said that the changes between the old and new materials were extremely bewildering.

Her general conclusion was that a plan such as SPECS might work if the teacher had taught the course previously and if released time were provided for planning.

### Leona Seegel, Department Head, High School English

Leona Seegel joined Taylor and Cole during the interview discussed above. She explained that she had been quite pleased with Taylor's work during the past year when Taylor had used SPECS materials to plan her courses. She went on to say that she had found the lack of continuity in the high school English program as a whole to be somewhat bewildering.

## Richard Pearson, Assistant Superintendent for Curriculum and Personnel

Pearson stated that when he had assumed the high school principalship seven years ago, people had been willing to spend money on education, but this was no longer true, with the economy being on a downswing. He noted that the pinnacle of the high school's success had come as a result of the Mid-States Evaluation when they were rated better than any other district in the state. Now, they were no longer trying to better themselves, but fighting to maintain what they had. With all of the cut-backs which had been made, Pearson explained that he had been spending money of his time working as a morale booster.

## Administrators Workshop--July 1975

As requested by Hartford, DuVall held a workshop in early July for Cady administrators. The purpose of the workshop was to acquaint principals with management by objectives, thus helping them to understand more clearly what they were requiring of those teachers who were using SPECS. At the end of the workshop the principals had written several objectives which could be measured by their supervisor (superintendent) and included time lines for completions.

## Follow-up--July 29, 1975

There was not yet a definite answer regarding the state funding situation; however, it appeared that the legislature might reinstate 80% of the lost funds. During a phone conversation between

Howell and Cole, Howell indicated that Hartford had completed an evaluation of the workshop and would like to talk with DuVall about it. Also, she said that the principals were having a synthesizing problem with the workshop information.

Since the summer workshop with the district, little contact with the district was made since it was no longer a field-test site and since Hartford had returned to his job as a building administrator.

## Spring Conference - May 16-19, 1976

Although formal SPECS activities were no longer taking place in Cady, Hartford was invited to attend the final SPECS Field Test Conference in May 1976, to discuss the history of SPECS in that district. Hartford opened his discussion of site activities with the statement that, he could not identify a mistake that had not been made in Cady. He said that the district had done a "pretty good job" on Component Two. Hartford said that some of Cady's elementary teachers had been involved in planning mini-courses to introduce them to SPECS planning techniques. In addition, according to Hartford, Cady had used the Phi Delta Kappa approach to identify community goals. However, Hartford noted that these activities had been funded with Title III monies and when the funds ran out, the programs had to be discontinued.

Finally, he stated that although some states had now mandated accountability, many school districts did not know how to go about doing what was being asked of them. He concluded by saying that systems like SPECS are good "at the right time and in the right place."

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# Duniway Public Schools

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University of Oregon
Eugene, Oregon
1976

## Description of the District

Duniway School District is located in Duniway, a suburb of a major metropolitan area. Like many large city suburbs, Duniway is experiencing continuing growth with the addition of new housing and small businesses. The district, which enrolls over 16,000 students, meets the needs of a large population of Spanish heritage families; therefore, there is a significant interest in multi-cultural activities.

The district is divided into two regions -- the northern region which is known as the North Area, and the southern region which is the Duniway Area. Each district is under the direction of an area Assistant Superintendent, in addition to the central administrative staff for the Duniway District. The staff of the Duniway District includes among others, the Business Manager, an Assistant Superintendent of Personnel, the Director of Research and Evaluation, a Curriculum Researcher, and the Superintendent.

Acronyms of various educational innovations break the conversations with district principals. Duniway was an early leader in Team Teaching, the use of windowless, carpeted, air-conditioned buildings, decentralized budgeting, and participative management.

Recent residential patterns have made the district one of the lowest socioeconomic areas in the country.

## Initial Involvement with SPECS

Duniway's Superintendent, Martin Swartz, has, in recent years, taught educational administration courses at the State University. The Educational Administration Department is chaired by Russell Osterberg, who was a member of the original group of National School Development Council

(NSDC) consultants trained to help district implement SPECS. When Osterberg became aware that the SPECS Development Team was looking for sites throughout the country where SPECS might be implemented, he contacted Swartz, who had a history of being willing to try some "new things" in his district.

On July 16, 1974, Osterberg and DuVall met with Harold Benson, Assistant Superintendent for the North Area,to discuss SPECS and to explain what was involved in becoming a field-test site. Also present at the meeting were: Richard Cornett, Business Manager and Assistant Superintendent for Administrative Services; Ed Dotterrer, North High School Principal; Pat Goode, retiring Assistant Superintendent of the Duniway Area; Kurt Farley, the incoming Assistant Superintendent of the Duniway Area; and Ben Torrey, Director of Research and Evaluation. Because the meeting began late, there was only about one hour for DuVall to make a brief presentation about SPECS and the activities surrounding the five components. After a ten-minute presentation, he discussed the implementation in the SPECS pilot site and plans for the next three years of field testing. A question and answer period followed which focused less on issues related to the content of SPECS and more on strategies of implementation and CEPM's role in the implementation process. Questions were raised about the compatibility of SPECS with a state mandate for program planning and evaluation efforts, and the potential value of SPECS to line officials. There appeared to be unanimity that SPECS would provide a handle to "pull it all together" and would be a way to coordinate many of the district's on-going activities.

DuVall indicated that he felt it very desirable that a line officer in the district be involved with SPECS and that this person make her/his involvement well known throughout the district. The advisability of going to the Board of Education for a resolution in the near future was discussed, but no decision was made.

Since time was limited, DuVall suggested that they discuss next steps among themselves and later contact Osterberg or himself. In general, it seemed the group was very interested in SPECS but needed a little more time to consider directions and strategies.

## Orientation Session

On August 14, 1974, Torrey wrote to DuVall asking about mutually satisfactory dates for an orientation workshop. His request came after receiving consensus among those cabinet members who had attended the orientation meeting in July. DuVall responded by contacting Osterberg to discuss next steps, the Development Team's role, and a workable role for Osterberg in the district. They concluded with Osterberg agreeing to contact Torrey about arrangements regarding next activities.

On October 9, Osterberg informed DuVall in a telephone conversation, that he had met with the two area Assistant Superintendents and Torrey. They had decided to schedule an orientation workshop on October 23 for the six members of the administrative council and six principals. DuVall suggested the addition of a representative from the teachers' organization, and Osterberg said that he would look into that possibility. DuVall also agreed to assist Osterberg in the workshop, stating that he would be in contact prior to that time to discuss a tentative agenda.

On October 23, Osterberg and DuVall conducted an orientation workshop for members of the Duniway School District administrative staff. Fifteen people were in attendance, including the superintendent, the two area assistant superintendents, the director of research, the business manager, a staff consultant on leave from a state college, eight principals, and one person from a nearby district, also interested in SPECS.

Osterberg and DuVall shared the responsibility of presentation throughout the day. Osterberg opened the session with a brief overview and a resume of the history of the district's involvement with SPECS. Osterberg then presented the basic notions surrounding Component One. Following perusal of Component Three materials the participants discussed the resulting products of Component Three. At the conclusion of the presentation of all five components, DuVall discussed the field test, and what it might mean for the district, and suggested some next steps the district might take. A spirited question-and-answer session followed, with the questions being generally information-seeking and in no way antagonistic. After this session, the Superintendent asked the participants to vote on whether next steps should be considered or whether their relationship with SPECS should be terminated. There was unanimous agreement that further steps should be taken. The Superintendent then moved to identify those who would attend the SPECS Field Test Conference. The workshop adjourned by agreeing that those identified to attend the conference would meet with the Development Team to discuss future plans.

In a report of this meeting, DuVall indicated that there seemed to be a high level of understanding of the potential for SPECS in the district. The questions were generally well considered, indicating a great deal of awareness of the district's purpose and potential administrative roles in implementation. In addition, a great deal of camaraderie was in evidence. In total, DuVall judged this workshop as the most successful orientation workshop in which he had ever participated, based on the level of understanding that was exhibited and the amount of energy exerted in wrestling with the issues.

The Fall Conference gave the four Duniway participants-- Swartz, Torrey, Glen Bartram, and Michael Evans-- the opportunity to meet with other district personnel from around the country, who were interested in implementing SPECS. Also, they had an opportunity to review the accomplishments, problems and lessons learned during the pilot test.

At the conclusion of the Conference in late October, plans had been made to begin work immediately; however, by November 18, Osterberg told DuVall that he had received no word from Duniway administrators and that he would wait one more week before contacting them.

Approximately a month later, DuVall called Superintendent Swartz who said that Osterberg and Torrey were planning a one-day workshop for principals and that a go/no-go decision would be made at that time. Also, the Development Team had become interested in seeing some of the custodial achievement indicator forms that had been used by the district, and Swartz agreed to mail them.

On December 27, Osterberg called DuVall to inform him that the workshop had been scheduled for January 13 and that he would be pleased if DuVall could provide backup support. Osterberg explained that the workshop would he held primarily for building administrators; therefore, to avoid any appearance of top level coercion, the Superintendent would not be in attendance.

Osterberg suggested that since the workshop would include a significant go/no-go decision on the part of building administrators, Barbara Cole, the member of the Development Team who was responsible for documentation, might also wish to attend.

On Friday, January 10, Swartz told Osterberg that district leaders had decided to make a go/no-go decision in about another week, rather than at the workshop as originally planned.

DuVall and Cole met with Osterberg on Sunday, January 12, 1975, to discuss plans for the following day's workshop. Osterberg seemed to have a clear picture of what he planned to do and what he hoped to accomplish.

## Orientation Workshop

Swartz began the workshop by reminding the 22 participants that SPECS had been reviewed by the Cabinet in early fall.* He further explained that planning for SPECS had been set up on a "go/no-go" decision basis. Such a plan provided for various district groups to study the feasibility of SPECS in their district, with a decision regarding further involvement to be made following the study. He emphasized that such decisions should be made carefully since a go decision would require a great deal of preliminary planning. If a decision was made to discontinue any further study of SPECS, that decision would end the district's involvement. He noted that the Board of Education was aware of SPECS, but had taken no stand on it.

Osterberg told of how his work with DuVall had led to his interest in SPECS, and how, following a consultants' workshop at a university outside the state, he had contacted six of his state's districts to suggest the possibility of their becoming field test sites. One of the two districts which indicated interest in learning more about SPECS was the Duniway School District.

*See Appendix A for Workshop agenda

The workshop progressed according to the planned agenda, with principal Michael Evans talking about the SPECS Fall 1974 Conference, noting that people had been brought together from all over the United States to talk about SPECS. He pointed out that SPECS did not require a "redo" of Component Two since Duniway had already developed their own model for a budgeting system. Glen Bartram told his colleagues that he saw several reasons for looking closer at SPECS, including: (1) the district's proposal for a reading program, (2) compensatory education work already going on and needed with community advisory groups, (3) assistance to principals in using budget printouts on a day-to-day basis and (4) the opportunity of involvement with thirteen other sites which were also implementing SPECS.

Superintendent Swartz told the workshop participants that the slide presentation's emphasis on Component Three might be misleading. He said that in one way Component Three was the least important part of the program. He was convinced that "there is no way in hell to show the community what we expect to accomplish and how well we're doing. We can show the math and reading results, but what do they mean?" Swartz said he'd like emphasis to be placed on Components Four and Five which respond to the questions, "Are we truly achieving?" Also, he said, "No school district in the country can answer it." He pointed out there were three questions he would like to have answered--"(1) What should Duniway schools be doing? (2) How well are we doing it? and, (3) What do we propose to do next?"

Following the slide presentation, one principal asked Bartram how SPECS would fit in with Compensatory Education. Bartram responded by saying that the district's involvement with advisory boards which were a part of the Compensatory Education program would blend well with Component Four. He also said that SPECS "would probably work well with the district's early childhood education requirements."

Osterberg responded to a question concerning total district involvement by saying that although a discussion on this topic was planned for the afternoon, he would suggest they start on a small scale. Swartz explained to the group that there were some field test guidelines; however, he foresaw a five year implementation plan, beginning with selected schools.

In response to a question about costs, Osterberg listed six items which would involve cost--either directly to the district or to CEPM. He included: (1) time spent in workshops (such as the one they were attending), (2) salary and time of an on-site director (probably Ben Torrey, Director of R & D), (3) a consultant such as himself, (4) materials, (5) consultation provided (at no district cost) by CEPM personnel, and (6) sending site personnel to the Spring and Fall Field Test Site Conferences.

One principal asked Swartz a two-part question. He was first interested in knowing if there would be total involvement on the part of the district, and he was concerned about the possibility that the results could bring a change which would eventually affect the total budget. Swartz' response was that there could be total involvement and that eventually the data retrieved from the system could provide information for changing current budgetary allocations. A junior high principal asked about the extent of teacher involvement and the possibility of released time for teachers and Osterberg responded by saying that if a go decision was made by administrators, the faculty would become involved as part of next steps in exploring SPECS.

During the lunch break, Cole talked with the principal of the continuing education school who seemed very impressed with the Record of Student Performance and other Component Three materials. In fact, he had liked them so much that he had copied them during the workshop, explaining that he would like to present them to his teachers for use in a reorganization plan on which he was currently working.

In the afternoon, the group was divided into three groups. DuVall and Cole rotated among the groups,continuing to maintain a low profile while answering questions as necessary. Principals seemed open in their discussion with one another regarding the problems they had encountered in their own schools, particularly as they related to the new programs which they had initiated in recent months. There also seemed to be hesitance among the principals who seemed unsure that another program should be considered in view of the colossal number of changes currently occurring in the district. However, there seemed to be little negative expression about the applicability of SPECS; in fact, most of the comments were quite positive.

When the three groups reconvened, a recorder from each group shared a report of their group's discussion with the other two groups. The recorders provided Osterberg with copies of their notes which were later transcribed and distributed to the participants.*

## SPECS Spring Conference

As time neared for the SPECS Spring 1975 Field Test Site Conference, the Development Team began checking with site personnel to determine their needs and interests for a Spring Conference. Also during that time, teachers representing the pilot site's Education Association who did not agree with the implementation strategy in their district, sent letters expressing their opinions about SPECS to various site personnel. Therefore, on March 5, 1975, when DuVall called Torrey to learn of Duniway's representation at the Conference, he also checked to see if they had received such a letter. Torrey stated that he was aware of no such letter, but that a visit to the pilot site during the SPECS Spring Conference would be appreciated by their representatives. At that time, he said that a go/no-go decision would be forthcoming in a day or two when the administration met with building principals. He said that the work load was of concern and that they wanted to avoid "laying on", but he wanted to stress the integrative qualities of SPECS. He had been talking individually with principals, hoping to assess the opinions of the building administrators.

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*See Appendix B for a listing of questions and comments.

Duniway's representation at the Spring Conference included Richard Cornett, Assistant Superintendent for Business Affairs; Susan Gordon, Curriculum Researcher; and two teachers. Cornett had been asked to explain Duniway's programmatic budgeting system to Conference participants. Other Duniway representatives participated in the Conference proceedings, but appeared to be non-committal in their enthusiasm for the SPECS system.

During the Conference, Cornett indicated that he saw a number of political issues that needed to be resolved before SPECS implementation could occur. The primary problem arose from the fact that direction for the district resided nominally in the district's administrative cabinet which was comprised of the Superintendent, the two area Assistent Superintendents, Cornett, the Personnel Assistant Superintendent, and the Research Director. Until this time,the group had been unable to successfully identify directions and set programs in district-wide policy. Until the role of the group was translated into operational terms, Cornett believed it would not be possible to do any significant work with SPECS.

Cornett also indicated that the teachers attending the Conference were not entirely positive toward SPECS. He said they were laboring under the problem of not really understanding SPECS, while still being expected to give a report and a recommendation about SPECS upon their return to the district. In addition, the district had been fatigued from implementing so many innovations during the past several years. Although many of these programs had initially had a great deal of support, over a period of time they tended to "fizzle out", making the teachers wary of any new approach. It was Cornett's assessment that,at that time, the likelihood of SPECS implementation in Duniway was minimal.

The possibility of implementing SPECS in Duniway seemed to be at a standstill; therefore, DuVall suggested that the Development Team maintain a very low profile and respond to Duniway's wishes in the future, doing nothing more than keeping the channels of communication open.

The next contact with the Duniway District came almost two months after the Conference when DuVall called Osterberg to check on the status of Duniway's efforts. Osterberg reported that Cornett had accepted a superintendency in another city and would be leaving the district quite soon. Furthermore, a reshuffling of administrative positions had made the potential of implementing SPECS seem very questionable. Osterberg said that he had decided to simply maintain contact with the district rather than push them toward any further decision.

Another factor which may have contributed further to the problems of administrative leadership in Duniway as far as SPECS was concerned was the fact that the Superintendent had been hospitalized for surgery, which may have weakened the leadership in the District.

The Development Team had no contact with the Duniway School District for the next several months in order to insure that they were not pushing the district toward implementation. In August 1975, Cole again contacted Osterberg about the status of Duniway. He said he had recently had contact with Superintendent Swartz who told him due to the present lack of leadership within the district, the district would not continue to pursue the possibility of implementing SPECS. Osterberg's suggestion was that at the next convenient time, one of the Development Team members might contact Swartz to discuss the situation in more detail.

On October 9, 1975, Cole met with Swartz and he confirmed what Osterberg had stated earlier. Specifically, he said that Duniway would not become a field test site because of personnel changes and the fact that he had no one with leadership skills to carry out the program. Swartz indicated that he would like to remain in contact and remain on the SPECS mailing list, keeping open the possibility of some future consideration of specific portions of SPECS.

## Appendix A

## SPECS ORIENTATION WORKSHOP
Duniway School District

Monday, January 13, 1975
8:30 - 4:00 pm

### AGENDA

| | | | |
|---|---|---|---|
| 8:30 - 8:50 | I. | INTRODUCTIONS | Martin Swartz |
| | | An Overview of SPECS in Duniway | Russell Osterberg |
| 8:50 - 9:20 | II. | FILMSTRIP<br>"An Overview of SPECS" | Russell Osterberg |
| 9:20 - 9:50 | III. | Reaction to Filmstrip and Impressions of Minneapolis Conference | Russell Osterberg<br>Martin Swartz<br>Michael Evans<br>Glen Bartram |
| 9:50 - 10:00 | | BREAK | |
| 10:00 - 12:15 | IV. | OVERVIEW:<br>A. Component 1. A Systems Analysis of the School District.<br>B. Component 2. Program Budgeting<br>C. Component 3. Program Planning and Evaluation<br>D. Component 4. Community Goal Setting | Russell Osterberg |
| 12:15 - 1:00 | | LUNCH | |
| 1:00 - 1:45 | V. | OVERVIEW:<br>Component 5. Comparison of Program Outcomes and Community Goals | Russell Osterberg |
| 1:45 - 2:45 | VI. | SMALL GROUP DISCUSSIONS<br>(Refer to attached schedule) | Chaired by:<br>Michael Evans<br>Glen Bartram<br>Russell Osterberg |
| 2:45 - 4:00 | VII. | SMALL GROUP REACTION TO SPECS<br>(Reconvene in Board Room) | Russell Osterberg<br>Lloyd DuVall<br>Barbara Cole |

## Appendix B

### Group 1

1. What are the district's priorities?
   Is SPECS (or the system philosophy)a priority?
   What is the central district's long range commitment?

2. On Component One, what are the advantages to break down elementary self-contained classrooms to specify for math, science, etc.?

3. What is the time factor involved in bookkeeping for teachers?

4. What is the time-line if there is a "go"? How do we start?

5. How to correlate SPECS with Compensatory Education Evaluator; in a group?

6. What are the expected outcomes for SPECS?

7. What is involved in Component Three?
   What is especially involved in the inservice system of this component?

### Group 2

1. When we vote a "go" or "no-go," are we voting on SPECS or the concept of purposeful program planning?

2. If SPECS is "go," will all schools be required to follow SPECS or will the school be allowed to establish its own forms, evaluation design, etc.?

3. If "go," will there be a need for total and detailed coordination?

4. What are the plans at the consultant level as to quality implementation? For how long? What is availability level, etc.?

5. What about interrelatedness of program planning, implementation, evaluation, etc., between Compensatory Education and Early Childhood programs and the adoption of the SPECS design?

6. What if the Board of Education changes stance and priorities? What effects will be realized?

7. Statement: There have been many decisions made and programs implemented in past years without top level management following through.

8. Will there be a true commitment from the district to follow through to see SPECS to completion?

**Group 2 (continued)**

9. What are the long-range effects of "go" or "no-go" decisions?

10. Will elementary teachers be charged with the responsibility of detailing all curriculum areas? If yes, how? If no, what is the purpose of SPECS?

11. With the limited monies at the school level, is the effort to analyze, prescribe and implement SPECS worth the energies that will be devoted?

12. Will quality inservice be provided for all personnel and departments?

**Group 3**

**If "go":**

1. What is going to be done for inservice?
   a. Release time for staff?

   b. Consultant service -- only to principals or also to teachers?

2. Will principals be responsible for major part of inservicing teachers?

3. Will all schools be committed to SPECS even if they voted for "no-go"?

4. Must we adopt all components of SPECS?

5. Is there a time-line for inservice and implementation?

6. What can we show teachers that they will gain for the time spent in inservice and implementation of SPECS?

7. Good system for collecting data.

**Against:**

1. Time factor of inservice, bookkeeping for teachers, etc.

2. What about priorities in each building?

3. Cost??? Priorities???

4. Wait until bugs are worked out of program until we "go".

This chronology was developed by the staff of the SPECS Program within CASEA, the research and development unit of the Center for Educational Policy and Management (CEPM) at the University of Oregon. CEPM is supported in part by funds from the National Institute of Education (NIE). Opinions expressed in the chronology do not necessarily reflect policies or positions of either CEPM or NIE, and no official endorsement by either organization should be inferred.

# Gilman Public Schools

Barbara Cole
Stephanie S. Henderson

School Planning, Evaluation & Communication System
Center for Educational Policy and Management
University of Oregon
Eugene, Oregon
1976

## Initial Involvement with SPECS

The initial contact between the SPECS Development Team and the Gilman School District was made in early 1974. The contact was the result of Development Team member Lloyd DuVall notifying SPECS consultant Russell Osterberg that the Development Team was looking for school districts which might be willing and interested in serving as field test sites for implementing SPECS. Osterberg contacted district personnel in Gilman and received a positive response.

The follow-up to that response occurred on July 16, 1974, when Osterberg and DuVall met with administrators from the district. Present at the meeting were Pam Stilman, an elementary school principal; Gary Mason, Director of Guidance and Pupil Personnel; Ron Hoover, Director of Secondary Education and high school principal; and Robert Dolby, Superintendent.

Osterberg set the stage by introducing DuVall, explaining that his contact with the district resulted from Stilman's enrollment in an administration class which he had taught at a local university. Stilman seemed convinced that SPECS could be of value to the district and had requested that Osterberg make a presentation to other staff members. DuVall presented the basic organizational structure of SPECS, detailing the five components and the products resulting from the component activities. He discussed the SPECS pilot site and the process of selecting field test sites throughout the country.

During the question and answer period, DuVall received information about the district. In later writing a report of this site visitation he noted that the district had been involved in a number of innovative programs. At this time, the Superintendent indicated that the district was looking for a "new shot in the arm." A staff inservice schedule had already been approved by the Board of Education to be used if SPECS were implemented. Furthermore, dollars had already been allocated to support the inservice.

During this meeting, the district officials indicated that they wanted a K-12 implementation; however, DuVall urged them to consider a smaller pilot for initial SPECS work. The Superintendent indicated, however, that regardless of the strategy undertaken, if SPECS were implemented in Gilman, it would be a K-12 implementation and not a one building approach.

Mason commented that he viewed SPECS to be redundant, mechanistic, superficial and non-humanistic. DuVall was told that the district was rapidly growing with 2.5 students moving into the district for every student leaving the district. Furthermore, the students entering the district were upper level students, apparently a reflection of older, well established people who could afford the relatively high-priced homes in the area. In addition, there was a great deal of involvement in the schools by community volunteers, numbering about 100 all together.

Following that meeting, Dolby, Osterberg and DuVall drove to the high school to meet with Earl Raynor, a lawyer who served as President of the Gilman Education Association. The Superintendent told Raynor that he had stopped by to introduce Osterberg and DuVall because they were involved with SPECS, an information system which the district was considering adopting. If adopted, he explained, the teachers' association would be highly involved and it would be well for Raynor to meet Osterberg and DuVall as early as possible. He also indicated that the high school principal would meet with Raynor to explain SPECS in more detail and to discuss some ground rules for involving the association in implementation decisions. Although never openly disagreeing, Raynor maintained a very cordial, but self-protective pose.

On July 22, 1974, Superintendent Dolby wrote a letter to DuVall stating that Raynor and Ron Hoover, Gilman's Director of Secondary Education had discussed the possible implementation of SPECS. Dolby reported that Raynor did not feel that the SPECS proposal had sufficient payoff for teachers to allow him to advocate their participation. Dolby, therefore, stated that because of the apparent reluctance on the part of the teachers association and some of the uncertainties expressed by Mason at the meeting, he had concluded that the Gilman School District would not be in position to enter into a relationship with SPECS during the 1974-1975 school year.

## Fall Conference 1974

No further contact was made with the district until October 9, when Osterberg called the Superintendent to learn more about the decision. He was informed that Raynor was not positive and that one other key administrator was hesitant; therefore, the Superintendent did not think he had enough support to proceed. When Osterberg asked about the district's sending a representative to the SPECS Field Test Conference in the fall, Dolby said he would do so if the SPECS Program could support their representative at the same rate as the other participants.

The Development Team agreed to support a representative and the district sent Arnold Kelly, Director of Instruction (K-8) and Personnel. In his report of the conference to the Superintendent, Kelly noted that at least two schools in the district had expressed interest in conducting a needs assessment and goal setting exercise. He also indicated that the district had already done work similar to SPECS; however, a program such as SPECS would provide a more standardized approach. He noted that since needs assessment and evaluation were becoming significant factors in the receipt of educational funding, Gilman should be better prepared for future requirements. In addition, he assured the Superintendent that a letter would release the district from participation, if the program did not prove to be valuable for them.

In regards to costs, Kelly explained that the district's costs would be for consultant work, possible release time for inservice, and transportation for an optional number of district personnel to attend semi-annual SPECS conferences. In total, he estimated that these costs would not be over $2,500.

Finally, Kelly recommended to Dolby "that we find at least one elementary school and one intermediate or high school academic department willing to participate in this study in this academic year."

## Selecting a Pilot Area -- Winter 1975

On January 14, 1975, Osterberg initiated a meeting with Gilman administrators and asked DuVall and Cole to attend. The purpose of the meeting was to determine if Gilman was interested in further exploration with SPECS. Kelly was unable to attend, although he had arranged the meeting with the two principals and the Superintendents. A junior high principal and Stilman attended for the full length of the meeting with the Superintendent attending only for a few minutes due to a conflicting schedule.

The junior high principal said that his only familiarity with SPECS was from reading the report Kelly had written to the Superintendent. Therefore, he said he felt somewhat limited in his ability to make a decision regarding his faculty members' interests. He said he was sure that if the faculty had known about SPECS a year-and-a-half ago, there would probably have been more interest in it. He explained that during the past year-and-a-half, the teachers had become involved with several "innovative" programs and that some of the record keeping was similar to that used in SPECS. He asked about the possibility of teachers who were interested in guidance and counseling, doing some Component Three work. Both Cole and DuVall agreed that this would be possible and it could be particularly interesting as a field test activity.

The Superintendent noted that the high school was maintaining stability after many years of restlessness and both he and the principal wanted to do nothing to change that atmosphere. When discussing next steps, the principals agreed that they would check their calendars for a day on which to hold an orientation workshop which would include teachers from other schools as well as central administrators. After agreeing upon a date, they would contact Kelly, who in turn, would present the recommendation to the Superintendent. Kelly would then contact Osterberg who would notify the Development Team of their plans.

In early March, DuVall called Kelly to discuss plans for the SPECS Spring Conference. Kelly indicated that the Conference date was no problem and that their respresentatives would be most interested in working with other teachers using the system. He said that he was unaware of a letter which had been sent from the pilot site's education association to field test site education association leaders.

In late March, Cole received a call from Osterberg informing her that he would be making an April 4 SPECS presentation to about 15 Gilman teachers, building administrators and central office administrators. Kelly had notified Osterberg that the principals and two representatives from each school would attend. He indicated that their primary interests were in Component Three and Component Five. Several days later, in another phone converation with Osterberg, Cole expressed the Development Team's interest in having at least two Gilman representatives attend the Spring Conference.

The only feedback the Development Team received regarding the workshop was Osterberg's later comments that the workshop "went well from his perspective" although he had had only three hours to make the presentation. He said that the ratio of teachers to administrators had been 2:1, there had been good interaction and that the new Component Three materials had been useful.

## Spring Conference--April 1975

The two Conference participants representing the Gilman School District were principal Stilman and teacher, Linda Iverson. Stilman, and particularly Iverson had several questions for those persons making presentations about the effectiveness of SPECS in their districts. Iverson's questions also indicated concerns about implementation strategy.

At the end of the first day the two representatives asked to meet with DuVall and Cole to discuss SPECS in Gilman and some of their concerns. Iverson began the April 22 dinner meeting by saying that until that day, when she and Stilman had met for lunch, she had seen no reason to encourage teachers in either her school or district to use SPECS. Although neither Iverson or Stilman indicated specifically what had transpired during their meeting, Iverson indicated that she had changed her mind considerably. She went on to say that since SPECS required and recommended additional time for planning, she would favor it if teachers were given such time to plan. Both indicated concern about the field test criteria, pointing out that at that time they would recommend that only one team of five teachers in their school participate in SPECS. They said that the school they represented was a "continuous progress" school and had a team of teachers (of which Iverson was a member) which would need to be committed to SPECS before it would be implemented.

Iverson questioned the advantages, as Osterberg had listed them, of being part of a national field test and indicated that she would like to see materials which had been prepared and used by other teachers. She went on to say that she was concerned about cost and was hesitant about spending dollars for consultants rather than materials. DuVall commented that the best compliment Osterberg could receive would be for him to work himself out of a job. Both Stilman and Iverson were receptive to the possibility of training site personnel to assist teachers in implementation, thus lessening the need for consultant services.

The meeting concluded with Stilman's statement that she would draft a letter for Superintendent Dolby's signature regarding her school's interest in SPECS. This letter would then be sent to the Development Team serving as both a letter of interest and intent.

Both Stilman and Iverson appeared to be capable and knowledgeable professionals, with a clear understanding of where their school and the district were with regard to innovations. Furthermore, they seem to understand SPECS and to know how the district and SPECS would fit together most appropriately.

## SPECS Proposal--April 28, 1975

The next communication the Development Team had with the district was a letter from Stilman on April 30, 1975. Along with this letter, Iverson included the proposal for her school's entry into the SPECS Program (See Appendix A). She said that the Administrative Council would review the proposal and she would notify the Development Team regarding their go/no-go decision.

Stilman said that although she had planned to present the proposal to the Administrative Staff at their last meeting, the agenda had been full, therefore, Kelly was setting up a time for her to meet with the District Office Staff only, since it would be possible for the Administrative Council group to decide whether or not to support the proposal. She stated, "I know that they are in favor and that their endorsement of the proposal will carry a lot of weight with the total Administrative Staff group."

She said that Iverson's presentation to the Grass Valley Elementary School had gone very well. She said that although she still foresaw a five teacher team (K-3) being involved, she felt that if the proposal was officially approved, it would not stop with just the five teachers.

On May 9,DuVall received a letter from Kelly, requesting an official invitation to participate as a field test site. Once this letter had been received, they would secure endorsement from the Governing Board. Kelly said that Iverson and Stilman had come back from the SPECS Conference "virtually humming with excitement." As a result, he said, they were very anxious to participate in SPECS at Grass Valley Elementary School next year.

DuVall responded on May 29 by extending a "formal invitation to join in the national field test of the SPECS program."

No additional correspondence was received from the district either by the Development Team or by Osterberg, who was somewhat concerned about the lack of contact when DuVall talked with him on June 13.

## Summer Workshop -- June 20, 1975

A few days later Osterberg called DuVall to inform him that Stilman had notified him that the Grass Valley Elementary School team had received money to develop math goals and objectives and they planned to begin immediately. A workshop had been scheduled for the 20th of June, only three days later, since both Osterberg and Stilman would later be absent from the site. Osterberg, under several tight time constraints, had found that it would be difficult to meet on the date they had set, particularly given his lack of familiarity with new materials recently released by the Development Team. Therefore, he asked if the Development Team could assist him.

It was decided by the Development Team that Cole would attend the workshop to provide assistance. In her call to Stilman for additional clarification of the agenda, she learned that the funds for their work were coming from some State Early Childhood monies. Stilman said that the four teachers were already familiar with writing "overall" objectives; therefore, she hoped that by the end of the workshop, teachers would be able to move ahead during the following month in developing math goals and objectives for a K-3 continuum. She was hopeful that an efficient record keeping system would be developed and that as a result of their SPECS work, planning would be more closely tied to objectives than to processes.

During the same time period, Kelly wrote DuVall that "our Governing Board has considered the recommendation submitted by Stilman and me, and have agreed that it would be a project of considerable worth to that school and ultimately, our District."

Prior to the afternoon workshop, Osterberg and Cole met to discuss the afternoon's format. Cole indicated that she was working under two assumptions: 1) Iverson had given the other four teachers an overview of SPECS; therefore, they were somewhat familiar with the program, and 2) the teachers were acquainted with and had experience in writing various kinds of objectives.

In addition to Osterberg, Cole, Stilman and Iverson, one kindergarten teacher, one first grade teacher and one second grade teacher attended the meeting. After a brief introduction by Osterberg, Cole stated the two assumptions from which she was working. She then proceeded with a concise but thorough explanation of each of the five components. Upon completion, Osterberg and Cole provided time for the participants to explain why they were interested in learning about Component Three, given their advanced work in goal definition and objective writing. This was planned as a way of learning what they perceived as their curriculum needs and what the products of their prior objective writing efforts had been.

In response, they produced a loose-leaf curriculum guide written by Gilman teachers in 1971. Entitled "A Scope and Sequence of Learning Goals with Basic Performance Objectives for the Math Programs K-12," it was labeled as useless by the teachers present, including the principal. It was a well organized and lengthy piece of work but not well designed for in-classroom assistance. They indicated that they were looking for assistance beyond the curriculum guide.

The remainder of the time was given to a presentation of the materials designed to help teachers implement Component Three in their classrooms and for questions related to SPECS. The teachers discussed ways of dividing the task since they wished to have all math goals and objectives written by the end of July.

## Summer Planning -- 1975

On July 9, Iverson called the Development Team and talked with Development Team member Harold Walker. She was concerned about the nature/purpose of the objectives to be recorded on the *Program Summary Plan*. She asked if they should be included among those listed in the *Record of Instructional Program Objectives*, should be of a "higher order", or should be exclusive of those listed in the *Record*. Walker explained that typically, a teacher would develop the set of objectives, list those in the *Record of Instructional Program Objectives*, and pull from there, a subset of 6-8 of the most critical objectives. That subset would then be recorded on the *Program Summary Plan*. He suggested that perhaps, at the present time in Gilman, there was no real purpose for the *Program Summary Plan* since only a few teachers were involved. Therefore, each could use their detailed plans when discussing their program with the principal. Inverson explained that the *Program Summary Plan* was to be used in an evaluative mode and agreed that a teacher's detailed plan might better serve the purpose; however, since the *Plan* had been discussed and accepted, she thought it prudent to continue with it. She indicated that she understood and agreed with the possibility of abstracting approximately six critical program objectives.

In mid-July, the Development Team received a request from Stilman regarding her contacting SPECS sites as potential research sites for her doctoral thesis work. The Team agreed that they saw no problem if the site personnel were in agreement. Her topic was an analysis of the conditions which makes the SPECS model of accountability in instruction operational for teachers. She was concerned about the manner of implementation as it related to decentralization and participative management, particularly since the Gilman administration prided itself in participative management.

In September 2, 1975, letter, Stilman indicated that although all teachers had not reported for the upcoming school year, the ones from the (SPECS) group with whom she had talked were very pleased with SPECS. They particularly liked the idea of grouping objectives into more major objectives rather than pre- and post-testing every one.

## The Team Begins Implementation -- October 1975

On October 8, Cole met with Stilman, Iverson and the other teachers who had been using SPECS during the past few weeks. She also met with instructional aide Carol Brooks, who had been working four hours a day for the past three weeks, primarily assisting the team with SPECS activities. During the past weeks, the Team had done the following:

1. From the math continuum, they had selected major goals attempting to develop a minimal number of broad goals.
2. They had written objectives related to those goals.
3. Achievement indicators had been written which also related to the objectives. These achievement indicators had been written following a strict SPECS format and using SPECS forms.
4. Teacher aide Brooks had written pre-tests for each of the achievement indicators. During the next month, she would write post-tests for each of them.
5. Moore had also arranged the Record of Student Performance to match with the achievement indicators.

During this meeting, the Team asked Brooks to prepare a master inventory list of all materials, etc., which would be needed to teach to each objective.

At that time teachers were not yet ready to use the SPECS Weekly Lesson Plans since they thought the books to be more appropriate for group instruction than for the individualized instructional approach which they used. Instead, they planned to explore the possibility of devising an appropriate lesson plan book for their needs.

The teachers seemed pleased with the SPECS system and with the progress they had made. They attributed their progress partially to their prior experience in writing objectives and to Brooks' assistance, who had also demonstrated a thorough understanding of the system. The Superintendent visited the group during this meeting and "pushed" the teachers for answers to his questions concerning the benefits which they had already accrued and the potential benefits as a result of SPECS. They were quick to respond, citing problems of implementation while praising the SPECS Program. They responded to his request regarding a recommendation for expansion by saying that it was imperative to expand it above the K-3 level. Iverson indicated that she would make a SPECS presentation at their upcoming staff meeting.

Iverson questioned Cole about the role of the SPECS consultant. Cole explained how consultants had been initially trained and chosen, going on to say that perhaps the consultant could be of most assistance to them by "pushing" and questioning them about the work which they had completed and that which they were planning to do. Cole clarified that the use of the consultant was a decision that the district alone would make, and that the details could be worked out between the teachers and the consultant. Their conclusion was to invite him to an afternoon SPECS meeting in the upcoming weeks.

Team Meeting -- November 11, 1975

On November 11, 1975, the teachers who had been using SPECS in their math programs met with Brooks to discuss their recent activities and problems. The discussion centered mainly around the topic of how Brooks could best be used to assist in planning and testing. Most members of the group agreed that Brooks should not only be responsible for writing tests and recording scores, but also for continued testing of the students as she had been doing. They also agreed that Brook's time would be better used if it were divided among teachers in one or two-hour blocks, rather than a half-day. When Brooks was consulted about how she would like her schedule to be organized, she agreed that a flexible schedule would probably be beneficial to the teachers. She suggested that although she was responsible for working half-days, at times it might be more valuable to the teachers for her to work full-days one day while taking a full day off. The group decided to rotate Brooks throughout the day, while leaving her time for writing tests and record keeping.

At that meeting, Iverson said that, to date, a great deal of progress had been made, and many SPECS units had now been completed for the math program. She said that it was now important that tests be made up and materials readied for the entire year, emphasizing that even if all of the units were not used during the current year, the group would have a complete file for future use.

When Cole contacted Stilman in early December, she learned that all was going well except for an expected cutback in state school finances which could disrupt their work with SPECS. She said that she had recently received notice that all programs would have to be trimmed somewhat to allow others to continue. Specifically, this meant that an aide probably would not be made available to the teachers for the next year. Stilman said that those teachers who were using the aide for SPECS, had indicated that it would be impossible to continue the program without such assistance. She went on to say that if the teachers had to discontinue using SPECS, it would be purely because of finances. Stilman closed with the statement that everything that had been gained through her school's work with SPECS had been well worth the money which the district had spent.

## Spring Conference -- May 16-19, 1976

Teachers aide Carol Brooks, elementary teacher Linda Iverson, and Grass Valley Elementary School principal Pam Stilman represented Gilman at the final SPECS Field Test Conference.

During Gilman's presentation of activities, Iverson explained that one of the first events in the planning stage in Gilman was the identification of a working team including those teachers who had volunteered to work with SPECS. According to Iverson, this team was composed of five teachers, in addition to an aide and the principal, with each member of the team having equal status. She emphasized that the team had been resulted from the need for additional work to be completed in their mathematics program. Iverson later described the importance of the aide in this team saying that because of the record keeping tasks, without the aide's assistance, she would have chosen not to adopt SPECS. Noting that the school's staff was very diversified and strong, she said that each team member had worked independently, adapting SPECS to their own needs with each teacher using the program in a totally different way.

Brooks described her role as an aide for the team, explaining that she was not only responsible for record keeping, but also for pre- and post-testing. (Iverson then clarified this by explaining that SPECS was being implemented in math in the first three grades of their school.)

Brooks noted that in some classes, students were expected to proceed at the same rate while in others they were able to move at their own pace. Therefore, she was sometimes able to test small groups of students while at other times she worked with individuals.

Stilman described her role of meeting with each of the teachers after they had developed their objectives, the purpose of these meetings being to offer assistance and suggestions.

Stilman talked about Gilman's first involvement with SPECS, beginning with her initial association in a course she took from SPECS consultant, Russell Osterberg. According to Stilman, the district's flexible budgeting and staffing policies had helped to make SPECS possible at Grass Valley, noting that these policies had enabled the team to make the important decision to hire Brooks.

Stilman also talked about a recent state mandate requiring every district to develop measureable objectives and minimum standards for every grade level and every subject. Because Grass Valley teachers had already been involved in SPECS, Stilman said it would be easier for them to accept the mandate and get on with the work.

Finally, Stilman stated that SPECS had provided the school with a handle for tying the math program together in the primary grades, saying "for the first time, teachers at Grass Valley Elementary School have truly individualized math." She stated that the goal was now to expand SPECS math to other areas where emphasis was needed in the curriculum. In addition, she said that when the team of five teachers first went into the program, there were no plans for expansion of the program with other teachers. However, she said that after evaluating the results of this year's program, the remaining five primary teachers had also decided to implement SPECS during the next year.

Throughout the presentation, both Stilman and Iverson repeatedly emphasized that the decision to adopt SPECS had been initiated by _them_ rather than any member of Gilman's administration, and the decision had been made to meet _their_ needs. Russell Osterberg, SPECS consultant for the Gilman District, later commented that it was not until a group of teachers approached the Superintendent with their decision to adopt SPECS that he was given support from Gilman's Superintendent. However, once this decision had been made by the teachers, he was then given a great deal of support.

# APPENDIX A

## PROPOSAL - SPECS AND GRASS VALLEY ELEMENTARY SCHOOL
April 28, 1975

### PROPOSAL

It is recommended that Grass Valley Elementary School become involved with SPECS on a building level with the intent to operate Components Two, Three, Four and, possibly, Five.

### RATIONALE

The State has laid a good ground work for us since PPBS beginnings (SPECS Component Two), since requiring community based goals (Four), and with recent requirements to teaching by objectives (Three). This systems approach is basically a way of record keeping that allows for a common sense, data based, decision-making process in curriculum endeavors.

### SPECS TASKS

1. Start with five teachers on a K-3 level to set up continuous progress curriculum endeavors for Component Three.
2. Allow these five teachers summer 1975 curriculum writing time between 60-80 total hours.
3. Bring in the SPECS consultant, Russell Osterberg, two or three times between the summer work and school year ending.
4. Provide the five teachers with a six hour instructional aide from the district's floating staff unit this first year of implementation. The aim shall be to gradually shift the record keeping process to parent aides.
5. Allow half day release time periodically (8-10 times) during the school year for the team to plan and evaluate.
6. Purchase the necessary record sheets from SPECS Center (at cost) to do all desired components.
7. Allow team individuals to participate in SPECS nationwide conference during 1975-1976 school year.
8. The principal to involve herself in actually doing a mini-course using Component Three, to work with Assistant Superintendent of Business in Component Two, to work with PTA and school attendance zone to put into priority district goals for Component Four, and with K-8 Director of Curriculum in looking at curriculum in relation to goals.

## ANTICIPATED COSTS

| | Minimum | Maximum |
|---|---|---|
| Five teachers summer work @ $35 hour for 60-80 hours | $2100 | $2800 |
| Six hour Instructional Aides (.375 S.U. allocation) | 4000? | 4000? |
| Substitutes for released time 8-10 times for five teachers (rate half day = $95) | 760 | 950 |
| SPECS consultant - 2 or 3 times during year @ $150 each unit | 300 | 450 |
| Materials from SPECS | 50 | 90 |
| SPECS Conference expenses for two meetings during year. For 2 to 4 people from Building (approximately $100 per) (SPECS shares the expense) | 200 | 400 |
| Calls to SPECS Center people at will | 0 | 0 |
| Visits from SPECS Center people | 0 | 0 |
| Total expense | $7410 to<br>Minimum | $8690<br>Maximum |

## OUTCOMES

1. Preparation for continuum/individualization/objective writing/evaluation/revamping. It is understood that should Grass Valley Elementary School receive state monies that the expense of this proposal shall be written into our objectives and thereby, reimbursement to the district would be accomplished.

2. Should create into objectives written by teachers an individual mastery level agreed upon a grade level basis. After the first year the needs of a group of children can be based on concrete data, other than statewide testing.

3. Such a cost out could guide in the allocation of building $$ to a method other than straight per pupil basis.

4. SPECS is compatible with our philosophy in that teachers do their own "how" -- after agreement is reached on the "what".

5. Gives the first sound basis for interpreting a mark of A, B, or C that I have seen.

6. Reduces textbook teaching.

7. Gives teachers a method of handling pre-/post-testing. Affords means to get away from so much paper pencil pre-/post-testing to teacher judgment as an acceptable basis considered concrete data.

8. Could be the basis for District Curriculum Guides that wouldn't be shelved and looked at once or twice yearly only.

9. Provides an opportunity to develop a continuous progress that extends the fine individualization in assessing needs as seen in our kindergarten tool.

10. Provides valuable outcome data if compared to goals.

Pam Stilman
Linda Iverson

This chronology was developed by the staff of the SPECS Program within CASEA, the research and development unit of the Center for Educational Policy and Management (CEPM) at the University of Oregon. CEPM is supported in part by funds from the National Institute of Education (NIE). Opinions expressed in the chronology do not necessarily reflect policies or positions of either CEPM or NIE, and no official endorsement by either organization should be inferred.

# Mott Public Schools

Stephanie S. Henderson
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School Planning, Evaluation and Communication System
Center for Educational Policy and Management
University of Oregon
1976

## District Description

The Mott School District is located in a major Western town with a population of approximately 30,000. The townspeople generally make their livelihood by working in the town's major industry, copper mines. Most of the district's teachers are native to the area and have attended a college or university within the state. Outdoor recreation consumes much of the time and money of the locals, as evidenced by a large number of four-wheel drive vehicles, ski and gun racks, and other outdoor paraphernalia. The district has eighteen elementary schools, two junior high schools, one high school and one vocational-technical institute. These schools enroll slightly less than 9,000 students.

## SPECS Orientation for Board of Education -- May 15, 1974

On May 15, 1974, the SPECS Program Director, Jack Nagle and two other Development Team members met with the Mott Board of Education. The purpose of that meeting was to acquaint the Board with SPECS; more specifically, to give a brief overview of the five components and to answer any questions about SPECS that the Board might have.

Prior to that meeting, the Development Team had met with Steve Potts, the SPECS consultant for that geographical area, and Chris Hamilton, the Director of the Bureau of Educational Field Services, both employed by a nearby state university. During the meeting, Potts acquainted the Development Team with the Mott School District. The Development Team learned that the Mott School Board had promoted their high school principal to the Superintendent's position within the past month. The former Superintendent had resigned under pressure and had assumed a Superintendency in a neighboring city. According to the Consultant, interaction between most members of the School Board and the former Superintendent had been less than friendly and consequently, relations between the Board and the entire administration were somewhat strained. Mott, an industrial city, had a history of unionization which included the school district. In addition to the teachers belonging to the American Federation of Teachers, the administrators were also members of a union. In total, the School Board had to negotiate with seven separate unions for services rendered.

Potts, Hamilton, and the SPECS Development Team met in the late afternoon with Stanley Carlson, the newly-appointed Superintendent; Keith Ingallo, the district's Curriculum Director; one Board member and one elementary principal. The purpose of the informal meeting was to discuss the Board's expectations for that evening and to determine a general agenda for the meeting. A Board member indicated she believed the Board was interested in an information retrieval system. Principal Mike Snider, who had studied SPECS in a class taught by Potts, presented a flowchart of his view of Component One for his school. The Superintendent said that although he didn't know much about SPECS, he was interested because the Curriculum Director had been involved.

At the Board meeting that evening, the Superintendent opened the meeting by introducing Potts. Potts presented the evening agenda and explained the visitors' presence. He stated that some members of the audience may be familiar with SPECS, having completed a course about SPECS at the university; however, he believed the presentation would be valuable since it was to be made by one of the original developers of

SPECS. He than asked Nagle to give a history and overview of SPECS and to answer any questions.

Since members of the group had not been introduced to the Development Team during their presentation, the Development Team had little information about the audience. The meeting had originally been intended for the Board members; however, it was later learned that the majority of the audience was administrators. A school Superintendent from a nearby district also attended. No teachers were present and only two Board members were there for the entire presentation and a third Board member attended part of the meeting.

During the meeting there were few questions or comments; however, one administrator did question the experiences of other districts where SPECS had been implemented. Following the presentation and question and answer session, questions directed to the Superintendent were referred to Ingallo.

After the meeting had adjourned, it was agreed that the Superintendent, two Board members, Curriculum Director, Director of Administrative Services and SPECS Development Team would meet to discuss the next steps toward Master Plan development.

Also, after the Board meeting, Walker discussed with the Business and Data Processing Managers the possibility of moving ahead with SPECS in Mott. The Business Manager indicated that he saw little problem since the Board needed to find justification for the computer facility and equipment that the district had already purchased.

## Work Begins -- June 3, 1974

In a telephone conversation on June 3, Nagle was told by Ingallo that the Board had allocated funds for developing a Master Plan and that as a result, a task force had been formed which would be working throughout the next three months.

In a memo to Carlson, on the same date, Ingallo outlined his plans for the make-up and responsibilities of the task force. Included in the task force were: (1) Superintendent, (2) Curriculum Director, (3) Director of Administrative Services, (4-5) two elementary school administrators, (6) one secondary school administrator, (7-8) two teachers, and (9) computer programmer. Their primary task, it was stated, would be to make recommendations to the School Board in August or September, at which time the Board could approve or disapprove the recommendations.

In addition, Ingallo recommended that the district enter into a short-term contract with the Bureau of Educational Field Services for consultant help from Potts.

## Task Force Meeting -- June 14, 1974

Nagle, Cole and DuVall met with Potts and the SPECS Task Force to present an overview of SPECS. During the discussion at that meeting, Nagle stated that Mott should consider that implementation of SPECS would probably need two, three or four years of effort. He also reminded task force members that the district would not be charged for consulting fees from the Development Team.

Ingallo commented that he felt that the development of SPECS in Mott would do the district good. He said that training time should be planned for staff and Potts agreed, saying that it was important to take as much time as necessary "to bring the faculty along" so that a flow of resistance could be avoided. Nagle stressed that it was important that the group approach their task methodically.

## Implementation Plan -- July 12, 1974

Cole talked with Ingallo on July 12 to discuss further planning. Ingallo said that the task force had made the following recommendations for implementation:

1. Component One would be implemented in the high school and minimally one-half of the elementary schools.

2. Component Two would be implemented in pilot schools; grade expenditures by subject matter.

3. Component Three would be implemented in Madison Elementary School with Component One being redefined.

4. No plans for Component Four at that time.

Ingallo said there was "good agreement" among Task Force members as they redefined flowcharts, fixed time lines and decision-making points. He said that Potts would spend time on July 19 reacting to their work and would again meet with them on September 3 for an inservice session on how to work more effectively with the pilot schools. The next decision-making date for the Board would be September 16. Ingallo was hopeful that their decision would be affirmative and implementation of SPECS would begin around October 16.

## Master Plan Begun -- July 19, 1974

Ingallo and Potts contacted the Development Team on July 19, 1974 to present an update of Mott's activities. Ingallo stated that he had begun work on the Master Plan. He also noted that Component One activity was taking place in parts of the district, that they were planning to implement Component Two and Component Three, and that Components Four and Five would be implemented later. They mentioned that Carlson and Edwards, the Business Manager, were involved with the SPECS efforts and seem to be supportive of them.

## Conversation with Ingallo -- July 30,1974

Ingallo reviewed with Development Team member Barbara Cole the events that had taken place since their last meeting. He said that the Master Plan had been drafted, and although the district had felt tight budget constraints, $2,500 had been allocated for this effort.

He discussed a meeting which had been held on June 24 and 25 in which Mott teachers and administrators had received an overview of SPECS. Ingallo said that there had been little reaction to either Potts' slide presentation or Snider's work on Component One. He said that polarization had occurred between the Mott Teachers' Union and the administration. It seemed that the Mott Teachers' Union would prefer to bypass the administration when making curriculum decisions and go straight to the Board. Union leaders had expressed concern that Component Three might be a means of teacher evaluation and according to Ingallo, they were quite unenthusiastic about it for that reason.

When Cole reminded Ingallo that two of the Board members had indicated interest in an information retrieval system at the May 16 meeting, Ingallo replied that he was unsure that they would use such a system even if one existed. Rather, they would probably continue to make decisions in the manner currently used.

Ingallo stated that SPECS seemed to be so detailed that it was difficult to grasp at one time; however, the personalized presentations had been much more valuable than the slide presentations. He also indicated that he was unsure that personnel would have the expertise to carry out the program to the end. Finally, he expressed hope that the Vocational & Technical Education Department at the high school would move toward SPECS.

## Ingallo and Osburn with Development Team--August, 1974

Potts asked Nagle in mid-June about the possiblity of Ingallo spending a month in Oregon with the Development Team, as part of his doctoral program at the university. Plans were made and Ingallo spent nearly a month working on the Master Plan. During his month-long visit, Osburn, the district's Data Processing Manager joined Ingallo for a two-day visit, which included visiting OTIS (Oregon Total Information System), the non-profit data processing organization which served the SPECS pilot site and other Oregon districts.

## Task Force Unanimous Vote--September 3, 1974

On September 3 the task force held a meeting to review the Master Plan for SPECS activity in Mott. After the discussion, the committee voted unanimously to (1) accept the Master Plan as proposed and (2) seek recognition as a SPECS field test site.

On September 11, Ingallo presented the Master Plan to the district's Curriculum Advisory Committee, explaining that although it had been drafted by the task force, it was not in final form; therefore, changes could be made as needed. After a discussion and question period the Committee voted (13 affirmative, 6 negative, 1 abstaining) to present the SPECS proposal to the Board of Trustees for their approval.

## Trustees Give Okay--September 17, 1974

On September 17, 1974, the Mott School District trustees voted 7-0 to implement SPECS for a period of one year and to allow the district to become a field test site. The following day The Standard, a local newspaper, quoted the chairman of the Board as saying "Thirteen years ago the position of curriculum director was created and this is the first positive thing to come out of that office."

## Meeting with Data Processing Manager--September 24, 1974

In a letter to Ingallo on September 24, Nagle asked that Superintendent Carlson send a letter which would constitute the district's formal acceptance of becoming a field test site. In addition, he noted that DuVall would be in Mott October 1 and 2 for a workshop which Ingallo had requested.

Also on September 24, Cole visited with Osburn, the Data Processing Manager for the district. When asked about his initial involvement with SPECS, he replied that Ingallo had asked him to sit in on the SPECS task force meeting. In discussing the possibility of implementing Component Two in Mott, he stated that the district was unique since it had its own internal Data Processing Department which also did work for City Hall. He expressed his support for SPECS saying that the district was "ideally suited for trailblazing since they were not dependent on anyone from outside." He indicated that he would like to see Component Two and Component Three automated. In this way, he said, "each student's academic history would be available to teachers as well as making program costs available for each objective taught."

Visitation--September 26, 1974

Two days later in a phone conversation with Cole, Ingallo discussed the meetings he had set up for Cole and DuVall during the following week. He stated that at first he had been somewhat apprehensive about too many SPECS personnel being in the district or about them being there too often. However, he felt that at this time it was important to have as many SPECS personnel as possible in the district to indicate that they were supportive and interested in Mott's activities.

On September 30, Cole and DuVall held meetings with Ingallo, Superintendent Carlson, Snider and Principal Barbara Akin, to discuss their perceptions of SPECS and the agenda for the October 1 and 2 workshop. In an informal meeting with Carlson he commented that the teachers seemed to be confused about SPECS and he was hoping that some of this confusion could be cleared up.

In a later meeting, Snider informed the Development Team that he had originally been insecure in working with flowcharting, systems, and curriculum development; therefore, he had been very careful in giving his teachers personal attention when they flowcharted. The teachers continued to do this work outside the regular school day since they were not allowed released time for the activity.

He pointed out that the teachers, particularly the special education teachers, were concerned about writing behavioral objectives--specifically, that they would have to write individual objectives for each child. Another concern voiced by teachers, was that once the program had been implemented, the present administrators (particularly Ingallo) would leave--and the program would leave with them.

In a conversation with Akin that same day, Akin said that she had first heard about SPECS in a series of workshops at the university. At that time, she said, no one knew which of the district's schools would be involved in SPECS, but when Ingallo asked about the possibility of involving the Washington School, she was generally receptive to the idea.

She said that in implementing SPECS she found it very important to keep all persons in the building informed of SPECS activities. Akin said that she usually held group meetings to maintain this necessary communication, although she had sometimes found individual meetings to be more valuable.

## Numerous SPECS Events--October, 1974

### Workshop for Two Faculties

October 1 and 2 a workshop was held for 29 staff members from the Madison and Washington Schools. There were three main purposes for this workshop according to Ingallo:

(1) To familiarize the participants with SPECS

(2) To begin writing program objectives

(3) To develop a plan for implementation.

Potts began by giving a "system explanation," emphasizing that SPECS would be a three-year program and it would not be possible to implement all five components at once. Ingallo then discussed the Master Plan and DuVall followed with explanations of terminology and an overview of SPECS.

Later that day, DuVall distributed and discussed the Component Three materials. During this time participants asked no questions and made no comments. Ingallo discussed decisions which would need to be made regarding SPECS, saying that teachers would be asked to decide which of the materials they wished to use. One teacher then commented that she thought the teachers had been "overwhelmed" by this presentation apparently referring to the amount of time and paper work which SPECS would require.

The second day of the workshop began with the teachers working in groups with other teachers from their own schools. Some of the teachers voiced concerns about the amount of work entailed with SPECS and others commented that it was impossible to relate the materials to what was actually taking place in their own classrooms.

When asked to summarize their decisions both groups reported that they had decided to go with SPECS. Snider said that Madison teachers had decided to begin their work with math but any teacher who wanted to work with another subject could do so on her/his own. He also said that they would begin by using all of the SPECS documents, but may later choose to use only certain ones. Akin said that Madison teachers had selected particular documents, and that they had also chosen to begin with the math program.

In addition, the nurses and music teachers who served in either of the schools would also begin writing objectives for their units and services.

In an informal discussion with several of the Madison teachers later that day, Cole asked one of the teachers if she thought SPECS would continue at Madison even if the teachers were opposed. She replied that it probably would since Snider "has a way of getting people to do things." She said, however, that Akin was "the one who really puts the pressure on." The teacher said that they had a lot of new programs--"like one each year"--so the teachers were accustomed to something new.

Both Ingallo and Potts described the workshops as being very successful in accomplishing the objectives.

## Invitation to Become Field Test Site

On October 4, 1974, Nagle extended a formal invitation to Superintendent Carlson to include Mott in the SPECS field test. Carlson replied to Nagle's letter on October 8 indicating the district's acceptance of the invitation to become a field test site.

## Reading Specialists Meet

Also on October 4, Ingallo met with the district's six reading specialists. It was decided that the reading specialists would begin the task of writing general objectives for each level in grades one through six. In March, when the writing of objectives was scheduled to be completed, the list would be submitted to the teachers responsible for teaching at each particular level. After receiving feedback from teachers, the completed lists would then be used as a curriculum guide for reading 1-6.

## Curriculum Decisions

At the October 9 meeting of Mott's Curriculum Advisory Committee, Ingallo asked principals to recommend two persons from each of the schools to serve on another task force, writing general objectives for the district's science program. These objectives would later become the district's curriculum guide.

## SPECS Dissemination

Throughout the remainder of October and through November, meetings were held in all other elementary schools in the district to introduce them to SPECS and to discuss the activities in which Washington and Madison were currently involved. In addition to Ingallo and Snider, various teachers from Washington and Madison also participated in the presentations.

## Fall Conference Participation

Mott was represented at the SPECS Fall Conference by Ingallo, Snider, and Akin. The Conference was planned to give key personnel from different SPECS sites the opportunity to share their experiences and strategies, and to review the activities of the SPECS pilot site.

At the time of the SPECS Fall Conference, only three districts were actually implementing SPECS although twelve or thirteen were involved in some stage of consideration or preparation for implementation. Therefore,Mott was far ahead of most others at the time of the Conference and there was indication that participants felt they had gained little from their participation because none of the other districts had moved far enough to be of help. Two quotations from Potts' November 6 letter to Nagle read:

> "As you well know, the concern . . . in Two Crossings and Mott is how they can move faster and they will need stimulation and help to do that. Short range considerations must be how to help them immediately..."

> ". . .call both Snider and Ingallo. . .and give them a shot of adrenaline. I think now that they know where they stand in relation to other districts in the country we should try to give them all the support we can to push implementation."

### Development Team's On-Site Visitation -- December 9-10,1974

On Monday morning, December 9, Nagle and Walker met for several hours with Ingallo to review current flowcharting efforts in the district. On the following Tuesday evening, the Development Team members asked Ingallo to describe where he thought Mott's extensive flowcharting activity was leading. Ingallo indicated that he planned to display the districtwide flowcharts in the board room of the central office, in administrative offices, and perhaps in individual school buildings, depending upon the content of the charts; and he hoped to see flowcharts for specific content areas and courses displayed in both buildings and classrooms. Once the flowcharts had been developed, particularly those in the central office, he wanted to work with district personnel to develop organizational charts and role descriptions that would clarify the current relationships among and responsibilities of both individuals and departments. Ingallo said that he was flowcharting as (1) a way of getting before everyone in the district a description of its current programs and activities and (2) a basis for clarifying the organizational relationships of people and office throughout the district.

They next began to discuss the district's work in Component Two.

Mott had not yet begun to convert to program budgeting and cost accounting. Prior to the current school year, the district had a hand-accounting system. District personnel were installing new NCR hardware and software which, although not clearly programmatic, would allow for later program budgeting and cost accounting if desired. For the remainder of the current school year, the district would be busy installing the NCR system. Prior to fiscal year '76 district personnel planned to reconsider further development of a program budgeting and accounting system. This represented a slight change in the Master Plan, since originally the district had intended to move into a fully developed program budgeting and cost accounting system during the current school year.

Nagle spent an hour on the afternoon of December 9 and all day December 10 in Madison Elementary School. On December 9 he met with the total staff of Madison for an introductory session to the one-to-one conversations planned for the next day. During the sessions, teachers raised four specific questions:

a. What problems did teachers in the pilot site face as they began to engage in Component Three?

b. What happens if we rely on a basic text and it is changed? Do we have to completely revise our plans?

c. Does SPECS require more time for planning? How much time did it require in the pilot site and how was that time provided?

d. Can SPECS be applied to an individualized program in which kids are moving at different rates toward common objectives?

Nagle attempted to show that the kinds of information generated by SPECS need not be recorded by everyone in precisely the same form. For example, he stated that if instructional objectives were stated explicitly in a textbook and used verbatim, there would be no need to rewrite them on a SPECS planning document. Or if it makes sense to use the district's current format for recording lesson plans, then, by all means, that format should be used as long as specific processes can be keyed explicitly to objectives. And if it makes sense to use the grade book furnished by the district, that's fine as long as it is possible to relate the student measures in the grade book to specific program objectives.

On Tuesday, Walker spent the day at Washington Elementary School working individually with teachers in that building. He reported that, most teachers there had made progress in implementing Component Three. Walker also observed, that teachers in Washington were not yet explicitly keying their instructional procedures to those objectives nor recording student performance on them.

Based on their combined experiences in Washington and Madison Elementary Schools, Nagle and Walker identified the following areas for possible attention during the next month or two:

a. Confusion, particularly in Washington, regarding the use of SPECS documents to develop lesson plans;

b. Inclusion of both teacher and student learning processes in performance objectives rather than focusing them exclusively on student learning; and

c. Some confusion among some teachers over the potential use of SPECS documents to record student performance data on all objectives and activities within all courses.

On December 9, Ingallo asked Nagle and Walker to meet with the Curriculum Advisory Committee for about an hour to field questions and comments. During this meeting, Nagle began by outlining the benefits of being named a field test site, giving a brief background of the SPECS Program and its development, following his presentation with a question and answer session.

Many of the concerns were directed at how SPECS had been implemented in the pilot site -- how it had been accepted, if it had been mandated by state law, how the implementation had affected district-community relations, and what kinds of follow-up studies were being done in that district. Committee members also expressed concern about the SPECS planning documents, particularly about the additional time that the planning would take, the amount of detail that would be required in preparing the documents, and possible repetition of planning which had already been covered in the teachers' texts or manuals.

## Report to the Board -- January 20,1975

At the January 20 meeting of the Mott School Board, Ingallo, Snider and two Madison teachers reported on recent SPECS activities at Madison. The minutes of that meeting later read ". . .spoke very favorably in the achievements of their students working under this program." Two days later, in a letter to Nagle, Ingallo stated that the Board's reception "seemed positive" to the SPECS presentation. One Board member had asked when the system would be implemented throughout the entire school district.

In addition, Ingallo said that Component One activities were nearly completed. Ingallo summarized by saying that "At this point in time, SPECS related activities are moving in a positive direction."

SPECS Task Force Meeting--January 29, 1975

On January 29, 1975 the SPECS task force met to discuss the SPECS go/no-go decision to be made on March 1, 1975. Ingallo said that although this might be a little early to make such a decision, it had to be done on this date for budgeting purposes. He further noted that the advantages of being a field test site became quite apparent during the visit of Nagle and Walker, since there was no charge to the district for their services.

Ingallo asked the principals of the Washington and Madison Schools to tell about the visits in their schools. Snider indicated that there just wasn't time enough to cover all that he wanted. Akin indicated that her staff received a great deal of help, especially with the various documents used. She said this had been the biggest problem with the Washington staff and Walker was able to give them a lot of assistance.

Several task force members expressed concern about the March 1 decision date. A Madison teacher said that he did not feel he could make a "go" decision for ten schools, which might be different from Madison. Ingallo assured him that the final decision would be with the individual staffs. He said that the best help this teacher could give would be to relate his experiences in using the SPECS Program as honestly as he could and then it would be up to those listening, to sort this information and base their opinions on it. The teacher then asked if after 1977 the SPECS Program would be implemented in all subject areas and Ingallo said it would be implemented in the same areas as it now is being piloted. Ingallo said he did not know if the Program would be adaptable to all subjects.

One task force member also asked if the Master Plan phase "seeding, feeding, and weeding" meant the Program or the personnel. Ingallo indicated it meant the ways SPECS was used, how it would be re-planned and who would re-plan it.

Another task force member asked if the staffs of the Washington and Madison Schools would be under pressure to talk about the Program to other staffs. Ingallo indicated that only by sharing their feelings about the Program honestly and openly with the other teachers could the rest of the teachers get information. Several teachers indicated that they had heard that SPECS was tied to a "merit system" and one task force member said the district would be wrong to say there was no accountability in it. Ingallo said that this was true if you meant being accountable to the other teachers and yourselves as teachers, as well as to the students. At that time, a task force member commented, "As time goes on and more is known by our personal experience with the Program, these accountability myths will fade."

Ingallo asked the group to review the Component One flowcharts on the walls. He indicated that the district was a little behind schedule in finishing these, but they would soon be completed. He indicated these were found very valuable in planning curriculum, saying that they were a good tool to show what was being done in the district.

Ingallo then showed the group the math objectives. He said that he was going into all the elementary schools to set these objectives prior to May 1975. He had gone into some of the schools and had found some variances in expectancies. A nucleus of expectancies would be formed, leaving individual variances; then each year, data would be collected and the objectives re-evaluated. In implementing SPECS in the next ten schools, GO's for the math program would already be written and time could be spent on mastery rather than writing objectives.

When Ingallo asked the group what they needed to make a decision, a task force member asked if any polls had been taken after the visits. Ingallo said that no polls had been taken since the reactions were very different when hearing about SPECS and when actually doing it. Ingallo said the final decision from the teachers would come during the in-service training. Ingallo indicated that SPECS did not have to go into all ten schools next year but implementation could occur more slowly. Several of the members commented that they would like to see data from the SPECS pilot site before making a decision about expanding the implementation.

Ingallo told the group that Component Two had been postponed until fall and Component Four was planned for the next year.

## Preparing the Board -- March 1975

In a telephone conversation with Ingallo in mid-February, Nagle and Walker were told that the Board would make a go/no-go decision regarding the continued implementation of SPECS for a second year on March 17.

In preparation for this decision, Madison teachers made a presentation to the Board, and teachers from Washington were also scheduled to make a presentation. Ingallo planned to present the completed Component One flowcharts and to update the Board on all other aspects of implementation including plans for Component Two and Component Four implementation. Ingallo added that he currently felt that the decision would be a "clear go for next year."

Ingallo said that he had been making visits to Washington and Madison. Throughout these visits, he said that he had played down the use of SPECS documents, encouraging teachers to use the materials if they wished, or to develop their own materials. However, Ingallo later clarified this by saying that about 90% of the teachers involved in Component Three activities were using the SPECS documents. He added, "I received many positive vibes and no negative ones; expansion into other schools is a must."

Other activities were also progressing smoothly, Ingallo said. He had been acting as a process consultant with teachers in the math program at seven elementary schools, helping them to develop grade level objectives. He planned to continue this process for other grade levels and subject areas, saying that he expected 75% of the teachers in these schools to be involved in Component Three activities during the coming year. "The whole thing," Ingallo summarized, "is really beginning to come together."

### Site Visitation--March 3, 1975

Prior to Cole's visit to Mott, Ingallo asked that she not contact personnel who might be involved in implementation during the next year, since he was still proceeding cautiously and did not want to take any chance at upsetting the balance. Cole agreed, saying that her interviews would be limited only to those teachers at Madison and Washington.

During Cole's meeting with Ingallo he showed her a letter he had received from the teachers' association in the SPECS pilot site. He said that although he felt the letter could be a "crippler" he was planning to "share it with everyone."

He said that he was continuing to provide SPECS orientation at various schools in the district. He talked generally about his SPECS experiences so far, noting the problems and the benefits as he perceived them. He said that the teachers still seemed to see SPECS and curriculum planning as separate activities, not being able to tie them together. In addition, he noted the terminology had been confusing to most teachers. Ingallo said that it would be easy for SPECS to be seen as his program and that he was attempting to avoid that. He said that although it would be plagiarism, he would prefer never to mention the word SPECS. He also said that he never mentions Mott as being a field test site since the teachers do not care whether or not they are such a site. Ingallo also said that although the consultant had been of much help to the district, they probably would not hire a consultant for the following year. Instead, he would prefer to spend the money for a Coordinator going to the Center (CEPM) to work with the Development Team. According to Ingallo, the two most important events related to SPECS in Mott had been the time he had spent at CEPM with the Development Team and the time that Walker and Nagle had spent with the teachers in Mott.

## Interviews with Teachers at Madison and Washington

In interviews with teachers at Washington and Madison, Cole found the teachers' statements confirmed those made by Ingallo. Although most teachers were attempting to use a SPECS approach to planning, many seemed to be confused, particularly about terminology and the writing of program objectives. Many of them noted that Walker's work with them had been very valuable in answering their questions and clearing up misunderstandings. Several of the teachers indicated that SPECS had helped them to know what others were teaching, and they found this information valuable. A number of teachers indicated that they were confused about the SPECS documents. Some of them did not know what the documents were and others were confused about how they could or should be used. In addition, there was confusion about what was meant by pretesting and of what value pretesting could be. Certain teachers were concerned about sharing their problems or progress with Cole, saying that their principal had contacted them after having read the Nagle/Walker report about their recent findings in the district. Cole tried to reassure them that her reports to district personnel, if given at all, were in summary form, thus not disclosing specific persons. The exception to that policy was when a specific teacher/administrator would request that she relay a message for assistance to Ingallo or other persons. That rule, she explained, remained consistent throughout all site documentation.

## Interviews with Superintendent and Curriculum Director

In an interview with Carlson, Cole was told that SPECS seemed to be "going quite well" and that the implementation was progressing rather well; however, two teachers had requested that she tell Ingallo of specific needs and concerns they had. Ingallo expressed his desire for a detailed report concerning the interviews and Cole stressed retaining confidentiality with the teachers. Still, Ingallo maintained that he needed to know what was going on among the teachers. When Cole assured him that anything which she observed which might be of interest to Ingallo would be shared with him, but in summary form, he maintained, "That will be of no help."

On March 10, 1975, Walker learned from Ingallo that the SPECS task force had voted (13-1) to expand SPECS into ten more schools the following September. He continued to be quite optimistic about the upcoming Board vote on March 17. Ingallo also discussed a questionnaire which he had distributed to the fifteen task force teachers who were currently involved in SPECS. He summarized their comments, saying that all fifteen wanted to continue with Component Three. The biggest problems with SPECS according to the responses, seemed to be time, getting started and the vocabulary. (See Appendix A.)

Two days later, Ingallo met with the Curriculum Advisory Committee to vote on a go/no-go decision regarding the task force's recommendations. The committee voted 15-1 to expand Component Three implementation to ten additional schools.

Finally, on March 17, 1975, the Board voted (6-0) for the expansion of SPECS activities during the coming year. In a telephone conversation with Walker the following day, Ingallo said that he had never seen the Board as positive about anything as they were to expand Component Three and to begin work on Component Four. He said that in visits to two of the schools which would be implementing Component Three, he had found both the principals and the staffs to be very positive toward beginning implementation activities. He remarked that even the teachers' union was becoming positive, saying that he had heard that the AFT field representative was very interested in SPECS and wanted to attend the Spring Conference.

## Component Four Planning--April 8, 1975

On April 8 and 9 Walker and Potts met with the Component Four steering committee, which included both staff members and representatives from the community, to begin to develop an implementation strategy for Component Four activity. Plans called for presenting background information to the community in August, followed by a questionnaire in the local newspaper in September. From the response, a sample of 100-150 participants would be selected to begin work on community goal definition in October. Plans called for completion of the goals and their presentation to the Board the following May.

## Summer Update--July, 1975

Near the end of July, Cole contacted Ingallo to discuss recent activities in Mott. He said that he had planned a fall Component Three inservice with 100 teachers. All or most of the inservice, would be conducted by Mott teachers and himself. He said that he also planned to offer teachers credit for taking a PPBS course at the university. Component Four plans remained much the same as originally designated.

Ingallo mentioned that the "Back-to-School Issue" of the The Standard would include an article about SPECS. In addition, he planned to increase his public relations activities regarding SPECS during the coming year. He stated that $1,500 had been budgeted for SPECS travel for the coming year. He thought the money could probably be best used by sending administrators and teachers to CEPM to visit the SPECS pilot site.

## New Curriculum Director--September 1975

In September, Ingallo resigned as Curriculum Director to accept a position with the University's Bureau of Field Services; however, he would maintain contact with Mott on a consultative basis. In a visit to Mott on September 17, 1975, Cole met with Earl Vincent, the new Curriculum Director for the Mott School District. Vincent had taught in Mott at the junior high level for about 14 years and had recently completed his masters in educational administration.

During this meeting, Vincent talked of his admiration for Ingallo but noted that he disagreed with portions of the present implementation plan. He said he would like to move faster on Component Three, particularly in the areas of language arts and social studies at the junior high level, since these were areas with which he was familiar. Although Cole cautioned him on moving too quickly, he replied that he had never understood why Potts and Ingallo had moved so slowly on Component Two, either, and it was his opinion that Component Two would probably never have gotten off the ground if the present implementation plan was continued. He expressed interest in a detailed cost accounting system and said he was eager to begin working with the Data Processing Director on developing a program budgeting system. Cole noted that he was extremely enthusiastic about SPECS in general.

## Moving Ahead--Fall, 1975

By October, committees had been established to formulate objectives for various junior high school subject areas. The purpose of this task was to formulate a goal hierarchy for the 7th, 8th, and 9th grades. Upon completion of this task, a similar hierarchy would be developed for the elementary schools. In the October Curriculum Newsletter, Vincent explained that the ultimate goal of this activity was to establish a coordinated, district curriculum which guaranteed that all students would receive intensive instruction in certain, agreed upon, minimum essentials.

However, when on October 7, Cole contacted Ingallo to discuss the status of SPECS in the state, Ingallo said that he had learned from Potts that activities seemed to be falling behind schedule in Mott. Specifically, he had heard through Potts that Vincent was unsure whether Component Four activities would continue or whether Vincent would continue plans for the SPECS class at the university.

On October 30, Cole telephoned Vincent to learn of the district's recent SPECS activities. Vincent expressed enthusiasm about the progress which he and the Mott teachers had made. He said, that he was no longer using the word "SPECS" and that junior high English teachers were writing general objectives. He noted that once the general objectives had been completed, they would begin to work on more specific instructional objectives and later on data collection. Vincent emphasized that at no time would a district curriculum be adopted without an opportunity for input and a consensus from all involved. He said he would continue to proceed cautiously, taking one step at a time so as to avoid confusion.

He said that he was pleased with this process since teachers had previously not had such an opportunity to talk with others who taught in the same area or at the same level. As a follow-up on these Component Three activities, Vincent had made plans to visit every classroom at least once a month.

Although he did not elaborate, Vincent said that he had spent a day with Osburn, the Director of Data Processing, discussing Component Two. He said he was unsure if he would continue with the same Component Four committee. He said that he preferred to postpone Component Four activities until some instructional objectives had been prepared which he could then take to the committee. He said he was considering working with the PTA, Lions, and other civic groups on these activites. Vincent noted that, so far, he had experienced no opposition to SPECS even from those who had previously opposed the program.

By December, work had begun on formulating objectives for a coordinated kindergarten curriculum. In addition, tentative objectives had been formulated for 8th grade history which were presented to all teachers involved for their revision and approval. By the end of January tentative objectives were also completed for the district's K-8 math program, the junior high English program, and the senior high German and Spanish programs, which were also presented to all involved teachers for revision and approval.

## Outline of Recent Activities

In a February 16, 1976, memo to the Superintendent, Vincent outlined recent SPECS activities, plans and conclusions:

The SPECS program is very much alive. A review of progress made during the last three months reveals considerable progress has been made in the area of program implementation.

A. Component One (Determining and flowcharting ongoing District activities). Flowcharts depicting the general operation of the District's major programs have been reviewed, updated and reduced to manageable size. These have been printed and disseminated.

B. Component Two (Retrieval of pertinent economic data)

1. Several meetings have taken place between the Curriculum Director and Osburn, Data Processing Manager, in relation to Component Two. There will be no problem implementing this component as soon as it can be ascertained the finite degree of economic retrieval desired.

2. In connection with this component, Osburn and I will visit all building administrators in February. These visits will serve a dual purpose:

   a. To explain to those needing such assistance how to read the printouts they are currently receiving.

   b. To determine what additional data they need to facilitate the budgetary aspects of their positions.

   c. To answer any questions administrators may have concerning the computer programs.

3. Schools visited to date: Madison, Liberty, Willow, Highland and Clover Leaf.

4. Evaluation: Results thus far have been positive. Greater understanding of the program has resulted and many questions have been answered.

C. Component Three (Heart of SPECS - Teachers Involvement) - The following progress has been made in the last three months in reference to this component:

1. K-7 Math objectives reviewed and revised.

2. 8th grade math objectives completed.

3. 8th grade social studies objectives completed.

4. 9th grade English objectives completed.

5. Junior high reading objectives well on road to completion.

6. Substantial progress made in setting up objectives for a coordinated district kindergarten program.

7. Seventh and eighth grade English objectives are completed.

8. Work has been completed on Junior high Spanish and German objectives.

9. High School French and Russian objectives completed.

D. Component Four (Community Involvement)

1. Initial stage set to begin Component Four. This component will be implemented through the use of the Central Council of the PTA. They, in turn, will take information back to their individual units for further input and consensus.

2. This procedure has been decided on, instead of the very admirable plan of my predecessor for the following reasons:

    a. Members of the CAC previously decided on are, for the most part, over-extended with meetings and committees.

    b. It is believed that the program outlined above will reach more people.

    c. It is hoped that involvement of this nature will give new life and purpose to home-school and PTA organizations.

E. Component Five (Evaluation and Replanning). Work on this component has already begun and is witnessed by:

1. Revising and updating of existing math objectives along more realistic lines.

2. Decision to draw up minimal, rather than comprehensive objectives as previously determined. This action taken for the following reasons:

    a. Data collection and reporting will be made easier.

    b. Teacher resistance should be reduced.

    c. Minimal directions gives teacher latitude for creativity and still makes them accountable for certain agreed upon essentials.

    d. Minimal objectives should result in quality instead of quantity teaching; i.e., teachers will have more time to work for mastery of specified objectives as they will not have to devote so much time to covering a wide spectrum of material.

    e. Supplementary drill material will be easier and more economical to prepare.

## Spring Conference--May 16-19, 1976

Three persons from Mott attended the final SPECS conference, including Curriculum Director Earl Vincent, Elementary Teacher Jo Glinn, and School Board member Elizabeth Wichland.

During the discussion of Mott's SPECS activities, Vincent explained how he had become the district's Curriculum Director after having taught in the district for a number of years. Vincent said that his first contact with SPECS was through a class he took from SPECS consultant, Steve Potts. However, he said this experience had left him very confused about SPECS. Vincent said that after taking a second class on SPECS from Potts, he continued to have very negative impressions of SPECS.

He said that while he was a teacher SPECS was a "dirty word" among teachers since SPECS was viewed as an accountability system. In addition, it was rumored that some of the school board members felt that SPECS was too expensive. Therefore, when Vincent became Curriculum Director, he proceeded with SPECS cautiously and attempted to spend the least amount of money for the greatest benefits. He explained that, upon taking over the position of Curriculum Director, many flowcharts had already been drawn up using Component One; however, many people did not understand how to use the data which had been accumulated. Therefore, Vincent attempted to sort out that information which he found to be useful and help others understand how to use it.

In Component Three, Vincent began writing program objectives with small teams of teachers, finding this to be less expensive than using large groups as had previously been done in Butte. At the conclusion of this task, all teachers in the subject area were then given the opportunity for input on the objectives. He emphasized that he had learned that SPECS must not only be adaptable to the needs of teachers, but also to the needs of those administrators responsible for its implementation, and that he had implemented SPECS in a far different manner than his predessesor.

Vincent said that program objectives have now been developed for many subject areas including: K-8 math, all kindergarten, junior high and sophomore English, eighth grade history, all foreign languages, algebra 1 and 2, secondary art, and junior high school reading. In addition, work has been done in elementary art and junior high health. Vincent commented, "If that's all SPECS did for us, it's done a lot for us."

In Component Four, Vincent said he had gone to the PTA and the Home-School association and asked for representatives to meet with him twice a month to develop goals. He said this had been a positive experience; however, since he did not get a stratified sample of the community, he planned to revise the procedure during the coming year.

Vincent concluded with several words of advice:

(1) Do not start with an intensive inservice since this will turn people off. Instead begin with the writing of minimal goals and objectives.

(2) Don't overload teachers with educational jargon.

(3) Allow teachers to write their own more specific program objectives.

(4) Don't hire a coordinator from outside the district; do know your own district and adapt SPECS to fit you.

(5) Don't spend too much money -- you can spend as much as you want or as little as you want.

Jo Glinn, a Mott elementary teacher, described her involvement with SPECS as being strictly voluntary. She said that teachers in her school who did not want to adopt SPECS had been given that option. Glinn said that although the teachers had decided to pilot SPECS in math, she had begun by writing objectives for language arts, since she did not teach math. Using a series of overlays, she outlined her curriculum in language arts showing how she had used Component Three. Glinn said that after writing her objectives and using them for the first time, she realized that she had set them too high and, therefore, had to reevaluate them. In addition to having completed objectives for language arts, Glinn said that she had flowcharted physical education K-6 and had begun to develop objectives in reading.

Mott School Board member, Elizabeth Wichland, said that SPECS had made it possible to show the Board results of what was happening in the classrooms. She said that before SPECS was implemented, Board members had been concerned about the lack of structure in the curriculum and some Board members had demanded that all schools have a common basic curriculum. Wichland said that when Vincent became Curriculum Director, some Board members, including herself, had been concerned that SPECS had been dropped. However, after talking to Vincent, she realized that SPECS was continuing in the district but Vincent was playing it much more low-key than Keith Ingallo and had dropped the term "SPECS" because of the negative connotations it had for teachers. In summary, Wichland said she believed SPECS had done good things for Mott.

# APPENDIX A

## Tabulation of Questionnaires from Fifteen Teachers Involved in SPECS

1. The time I spend per week planning and record keeping using the SPECS format is __________ hours. *Range of 1-6 hours, average of three hours.*

2. The time I now spend planning is: (check one)
   a. More than I did before SPECS *8*. If yes, how much _____?
   b. Less than I did before SPECS *1*.
   c. Approximately the same as I did before SPECS *6*.

3. The SPECS format I use for teacher planning provides me with more and better information about student achievement than I had using other planning formats:
   Yes *12 or 13* No _____ No Difference *2 or 3* *1 questionnaire qualified their answer to this.*

4. By using the SPECS format for teaching planning and record keeping I am better able to meet the needs of my students:
   Yes *12* No _____ No Difference *3*

5. The SPECS planning format requires too much planning and record keeping:
   Yes *5* No *10*

6. I prefer the SPECS planning and record keeping system to the planning and record keeping system I previously used:
   Yes *13* No *2*

7. Replanning a unit will be more meaningful and easier because of the information I now record on my initial plan.
   Yes *15* No *0* No Difference *0*

8. The advantages of planning and recording using the SPECS format are:
   *a. Better organization of materials.*
   *b. Closer association between & better communications with other classrooms.*
   *c. Pinpoint student problems and achievements.*
   *d. Valuable tool for replanning a unit.*
   *e. Reporting to parents.*
   *f. Students have a better idea of where they are going.*
   *g. Provides an accurate account of student progress.*
   *h. Better able to identify resources.*
   *i. Identify where children need help.*
   *j. Assisted in long range planning.*

9. The disadvantages of planning and recording using the SPECS format:
   *a. Time - 9* *b. Too many documents* *c. Format may not be suited to all subjects.*

10. I intend to continue using the SPECS format for planning and record keeping next year.
    Yes *15* No *0*.

11. I believe other teachers in School District No. 1 should have the opportunity to study the SPECS plan and decide if this Plan meets their planning and record keeping needs.
    Yes *15* No *0*

12. The time I spend planning and record keeping using the SPECS format takes too much time away from my actual teaching.
    Yes *2* No *13*

13. As a result of using the SPECS format for planning, I am able to select more appropriate material to meet the individual needs of my students.
    Yes *12* No *3*

14. The most difficult problem I had implementing the SPECS format for planning and record keeping was:
    *a. Vocabulary - precision of language of CO's and PO's.*
    *b. Getting started.*

15. Additional comments:
    *a. Good for self-evaluation.*
    *b. SPECS should be more valuable the second year.*
    *c. I don't think I can tell someone else what a student should accomplish.*

**This chronology was developed by the staff of the SPECS Program within CASEA, the research and development unit of the Center for Educational Policy and Management (CEPM) at the University of Oregon. CEPM is supported in part by funds from the National Institute of Education (NIE). Opinions expressed in the chronology do not necessarily reflect policies or positions of either CEPM or NIE, and no official endorsement by either organization should be inferred.**

# Ornesdale Public Schools

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## District Description

Ornesdale School District enrolls approximately 3,500 students in K-12 classes. The district is located in a small western town that appears to be a cross between an upgraded frontier town and the small town described in elementary readers written twenty years ago. Enrollment is decreasing due to unemployment in the area. Little industry is located in the surrounding area and most income is derived from ranching and farming.

The district's central administration consists primarily of the Superintendent and an administrative assistant hired prior to the introduction of SPECS in the district.

## Initial Orientation with SPECS--June 1974

Superintendent Jim Davison of the Ornesdale School District attended a mid-summer SPECS workshop in a nearby district which was considering the implementation of SPECS. During this workshop, he discussed the possibility of SPECS implementation in his district and told Development Team member Harold Walker of SPECS-related activities in which the district had been involved.

## Exploratory Activities--July 19, 1974

Keith Ingallo, Curriculum Director in the Mott Public Schools where SPECS was currently being implemented and Steve Potts, SPECS Consultant, phoned Jack Nagle, Lloyd DuVall and Barbara Cole of the SPECS Development Team on July 19, 1974, to discuss SPECS activities in several districts throughout the state.

During this conversation, Potts noted that he was continuing to work with personnel in Ornesdale "through the back door" in getting them involved in SPECS-related activities. He said that the district had apparently already done some work in Component One and had expressed interest in doing work in Component Three.

Several weeks later, on August 8, Nagle again received a call from Potts. He said that he had reviewed Development Team member Hal Walker's contacts with the Ornesdale Superintendent at the SPECS workshop. Potts reported that the Ornesdale Superintendent was very interested in SPECS and would be preparing his Board for a possible two-hour presentation on SPECS at a meeting on the 23rd. Potts said he had already talked to the Board twice on his own, and requested assistance from the Development Team for this next presentation. At this point, Nagle suggested that it might be possible to bring the Board to a decision regarding "preimplementation" activities by that time, rather than to present just another exploratory session.

After some discussion, Potts said that if a Development Team member could not be in Ornesdale on the 23rd, he would postpone the meeting until one of them could be there.

That day, Walker sent to Davison a copy of the SPECS pilot site's Chart of Accounts which he had earlier requested. Walker explained that either he or DuVall would represent the SPECS Program at the August 23 School Board meeting and that details would be forthcoming.

In an August 13 conversation with Potts, Cole was told that the scheduled Board meeting had been postponed until September 5, since two Board members would be unable to attend the August meeting.

On August 14, Davison wrote to Nagle officially indicating his interest in the district's becoming a field test site. He stated that having discussed the subject with the Board of Trustees, he found them to be interested in receiving additional information about SPECS.

Nagle returned a letter to Davison on August 21, 1974, saying that he would like to pursue any interests in Ornesdale of implementing SPECS. He noted that Walker could attend the Board meeting on September 5, and that he would be accompanied by either Potts or Chris Hamilton, director of a nearby university's Field Service Bureau.

Nagle explained that he was hopeful that the Board meeting could quickly lead to a Board decision regarding "next steps" and a commitment of time and resources to carry out pre-implementation activities (orientation sessions, identifying a coordinator, creation of a planning committee, development of a Master Plan, etc.). He noted that the district could not be formally identified as a field test site until these activities had been successfully completed.

## Presentation to Board--September 5, 1974

On September 5, 1974 Walker made a two and one-half hour SPECS presentation to the Ornesdale School Board. In addition, the Superintendent, five school principals, one assistant principal and an administrative assistant were also in attendance. After this meeting, Walker was told that the Board and Superintendent would meet on September 9, to decide whether or not the district would enter a pre-implementation phase of SPECS.

If the Board gave its approval, Davison would then meet with a Master Plan Development Committee on September 11. This committee would be comprised of members of Ornesdale's Task Force on Curriculum Development. Davison reported that he was happy with the members' positive attitudes and was confident that they would be of considerable assistance in drawing up the Plan. Walker was told that the Committee included three administrators, four teachers, and the administrative assistant who, in all likelihood, would be the district's SPECS Coordinator. Davison said that it was his intention to quickly overview SPECS, to outline the Committee's task in drawing up a Master plan, and to gain their approval to serve as the Planning Committee.

According to Davison, the program chosen for piloting Component Three would probably be Language Arts, K-12; Mathematics, K-12 (possibly K-6); and a program for the disadvantaged, K-12. He identified an English teacher at the high school as a "Program Coordinator" for the Language Arts program and expressed concern about the possible negative attitudes of the junior high and senior high math division heads. Davison noted that because of previous work in the district, the staff was familiar with developing objectives. He said that the high school principal would probably be retiring in June 1975, and that he planned to staff that position with a SPECS-positive person.

Davison informed Walker that he had met with difficulty in implementing a program budgeting system. He said that he planned to revise his processes for the 1975-76 fiscal year, bringing them into line with the SPECS procedures for Component Two.

Davison also asked about the possibility of gaining assistance from the Development Team regarding work in Component Four. In addition, Davison said he would like Bill Short, the Administrative Assistant, to gain the necessary expertise as quickly as possible, thus reducing the need for an outside consultant in the district.

Preparatory Phase--September 9, 1974

At their September 9 meeting, the Ornesdale Board gave unanimous approval for the district to enter a preparatory phase of implementing SPECS.

On September 10, Davison met with all building principals, informed them of the Board's decision, and gained their unanimous support to begin pre-implementation activities. During this meeting, he telephoned Walker for suggested next steps which Walker detailed as follows:

- Davison would arrange, through Potts, for a two-day workshop for the Master Plan Planning Committee during early October. (In response to Davison's request, Walker said he would plan to have a member of the SPECS Development Team attend this workshop.)
- Following the workshop, the Planning Committee and Short would meet for up to 10 hours to develop a draft of the district's Master Plan.
- Short would visit with the SPECS Development Team at CEPM for a 3-4 day in-depth study of SPECS and, during this time, would develop a revised draft of the Master Plan for presentation to the district's Planning Committee.

On the following day, Walker talked with Potts and informed him of Ornesdale's decision to enter a pre-implementation phase of SPECS work. He told Potts that Davison would be in contact with him regarding the two-day workshop in October.

Walker talked to Hamilton on September 12th explaining recent decisions which had been made in Ornesdale and the recommendations Walker had outlined in his September 10 conversation with Davison. Walker suggested that Hamilton contact Davison, arrange for a workshop and then inform him of their plans.

On September 19, 1974, Davison wrote to Nagle reviewing the district's activities and informing him that a workshop had been scheduled for the Planning Committee on October 3 and 4.

In response to this letter, Nagle phoned Davison on September 23 and suggested that a task force be appointed as soon as possible. Nagle pointed out that the task force should be representative of teachers, administrators, building and district office personnel, and instructional and non-instructional staff. Davison told Nagle that this would be done the next day. He also asked that Hamilton and DuVall be responsible for the October workshop for the task force, the purpose of which was to acquaint the members fully with SPECS and with the key questions involved in Master Plan development.

Nagle suggested deliberation by the task force for twelve to fifteen hours in an effort to develop an initial draft of a Master Plan for three years of implementation. In addition, he suggested involvement of the district's SPECS Coordinator in a four or five day work session at CEPM to provide a greater understanding of SPECS and to help him refine the Master Plan. Finally, Nagle noted that the Master Plan should be subject to a review process--involving the task force, teacher groups, administrative groups, etc.--prior to its presentation to the Board. Nagle urged Davison to obtain outside assistance in the district's development of its Master Plan saying that this suggestion was based on earlier experiences in several other districts.

On October 2, 1974, DuVall and Cole met Hamilton at the airport and, as he drove them to Ornsedale, he informed them of the Phi Delta Kappa work which had been done in the district during the previous year.

## Orientation Workshop--October 3 & 4, 1974

Approximately 25 teachers and administrators attended the orientation workshop in October. Superintendent Davison made a brief introduction which was followed by Hamilton's explanation of the relationships between the Bureau, the University of Oregon, and school districts.

DuVall began by asking the participants to read a set of simulations, choosing one to discuss, and provide responses. During the discussion, the high school principal showed an organizational chart and flowchart he had completed for the high school. DuVall emphasized the difference between function and personnel in relation to the task. One participant questioned, "You're saying it's more important to look at function rather than persons?" DuVall responded by saying that although both were important in this instance, one should look at function first. Davison questioned, "You're saying you should have task-oriented job descriptions?" to which DuVall responded positively.

Short asked, "Where is the starting point to determine what ongoing activities are most important to make the district most efficient?" DuVall responded by saying that, "You start where you are now."

Few questions were asked during the remainder of the day. Although the elementary teachers indicated no problems with understanding the coding exercise in Component Two, some administrators had trouble. The high school vice-principal commented that Component Three "looked like a lot of work."

In a discussion concerning how to divide the task force, the group could not make a decision as to how to carry out the process. Finally, the Superintendent went to the chalkboard and wrote the headings Component One, Component Two, etc., and asked for volunteers for each of the components. (In a report of this incident, Cole later indicated that she believed that the Superintendent had a good understanding of SPECS and was interested in being a part of the learning and implementation process.)

During the morning break on the second day of the workshop, Cole talked with the high school vice-principal who expressed serious concerns about becoming involved with SPECS. Those concerns, all of which were related to in-district problems were: (1) An accreditation and evaluation report was due that year, (2) Most district personnel had many activities for which they were responsible, and (3) Two teacher unions were developing. He said even the weakest of those two unions seemed militant in comparison to his past experiences.

Following the break, DuVall explained the field test criteria and how most districts had considered SPECS in terms of go/no-go decisions. DuVall proceeded to outline the criteria of becoming a field test site since Davison had stated that the task force would be asked to make a go/no-go decision about further inquiry into SPECS. At 10:00 a.m., the Development Team members were asked to leave the room in order to facilitate an open sharing and communication among task force members.

During this time, one of the elementary principals came out of the meeting and told Cole, DuVall and Hamilton that he thought the "administration would prod the teachers into accepting it." He cited reasons why the teachers had been hesitant including: (1) the accreditation report due in the high school, (2) a pilot reading program recently inaugurated, and (3) new high school to be built soon. (Although two of the reasons given related to the high school, only one teacher in attendance was from the high school.) Shortly thereafter, the Superintendent and two Board members also left the room in order to relieve the task force of any feelings of pressure or manipulation by the administration. (Davison later explained that he, in no way, wanted the presence of either the Development Team or the administrators to influence the task force's decision.)

At 11:05 a.m., the junior high principal asked all participants to return and indicated that their decision had been written on the chalkboard. The vote was 10-6 in favor of SPECS with one abstention and no indication as to who voted for or against SPECS. However, Cole and DuVall later learned that generally the elementary teachers and the high school principal had voted against SPECS.

When asked to talk about "next steps," DuVall suggested they might lessen the number of persons writing the Master Plan. The high school principal also suggested that a smaller number should be involved in the Master Plan development and asked how extensively the task force should be involved with SPECS prior to writing a Master Plan. The junior high principal said that he was concerned about the degree of implementation and the time for implementation. When he asked DuVall who should make those decisions, DuVall replied, "The task force and the Superintendent."

## Master Plan Development Activities--October 1974

On October 7, 1974, DuVall phoned Potts to give him feedback on the workshop and to discuss development of the district's Master Plan. Potts told DuVall that he planned to work with the district in developing their plan. He said that a meeting of the task force had been tentatively scheduled during the next two weeks and that Davison had agreed to contact him regarding the details.

On October 15, Potts telephoned DuVall to inform him that he still had heard nothing from Davison. DuVall agreed to inquire about the district's activities since he would be in contact with Davison about the Fall Conference.

The next day Cole attempted to contact Davison, but was told that he was out of town. Instead, she was able to talk to Short, who informed her that the committees for Components One and Three had already met, and he and Davison had begun to work on Component Two.

On the 17th, Cole again telephoned Davison. He said that he had been expecting Potts to call but had not heard from him. He also asked if arrangements could be made for Walker to return to Ornesdale to make another presentation to the teachers, similar to the one he had made to the Board. Cole explained that this would probably not be possible, pointing out that the Development Team's role was to provide assistance to the consultant, who in turn would assist the districts.

On November 8, Hamilton called Walker and informed him that neither he nor Potts had heard from Davison, but Potts would attempt to phone Davison later that day. He said that he knew that Ornesdale had held a referendum vote on the 6th, but he did not yet know the outcome.

## Visit to Ornesdale--December 11-13, 1974

On the evening of December 11, Nagle and Walker met with Potts and Davison to review recent SPECS activities and to discuss the strategy for a two-day workshop to assist the task force in developing the district's Master Plan.

After Potts described his proposed agenda, discussion focused on flowcharts that had been developed in Component One, the progress made in implementing program budgeting and cost accounting, and on alternative ways to train the personnel involved in implementing Component Three. Although the tentative Master Plan did not call for major pre-service training to commence until summer or in the early fall, Nagle and Walker suggested a pilot implementation of a unit in language arts by each language arts teacher during February or March. It was agreed that

Nagle and Walker would offer their suggestion to the task force as an alternative and let the task force make the final decisions.

The next day, Walker and Nagle joined the task force workshop as resource persons for the task force and for Potts as he discussed the Master Plan in detail.

Because of other commitments, Davison was able to be present for only a short time during the first day of the workshop and he was unable to attend the second session. During Davison's presence several teacher members of the task force reported that there had been considerable resistance from many of their colleagues during a meeting of the Education Association the previous night. They said that the Education Association members felt they were not being kept informed of plans for SPECS implementation in the district. In response, Davison said he'd ask Walker to visit Ornesdale and make presentation to the staff of each school. Nagle then explained that the Development Team's role was to support the regional consultant and, therefore, he felt other avenues should be considered before calling in Walker. Walker, in turn, suggested that the building principals were probably in the best position to handle staff unrest and recommended that they, assisted by Davison, make the SPECS presentations to their staffs, preferably as early as possible. This latter course of action was decided upon, with Davison agreeing to forward a memo to the schools outlining these proposed meetings. Considerable discussion centered around Nagle and Walker's proposed strategy for pilot implementation in language arts followed by one-to-one consultant-teacher feedback sessions. Though no final decisions were made at this meeting, the general opinion seemed to favor this proposal.

The task force and Potts agreed to refine their original draft of the Master Plan incorporating the suggestions of the past two days.

Upon their return to Oregon, Walker and Nagle prepared a memo to Davison and the task force on December 18, 1974, the purpose of which was to discuss the district's Master Plan. The Development Team outlined suggestions for each of the five components stressing that they were only suggestions.

They noted that the flowcharts of district activities which had already been developed were sufficiently detailed for work in both Components Two and Three. Expanded flowcharts for some or all of the instructional activities could yet be developed.

Nagle and Walker suggested that they specify in the Master Plan the level of detail in programs for which the district would budget and cost account since this had not yet been done. They added that it would be best if Component Two activities could be described in terms of the flowcharts already developed for Component One.

Several suggestions were made regarding Component Three, the most important of which was review of the suggestion which they had already made at the workshop:

a. That all language arts teachers in grades K-8 (elementary and junior high) become involved in (1) a pilot effort this Spring to plan, implement, and evaluate one or more "units" of instruction and (2) an expanded effort toward the end of the current school year to plan at least in summarized form for the entire first semester of the 1975-76 school year.

b. That the district's high school language arts teachers engage in Component Three activities beginning next fall with a pilot effort and then a full semester of planning.

Finally, Walker and Nagle again attempted to clarify the Center's role in Ornesdale, namely, to support the district's efforts to implement SPECS and the work of its outside consultants (Potts and Hamilton). They stated that, at no cost to the field test sites, they would provide back-up support, trouble-shoot potential problems, modify materials, and assist as they had done at the workshop. However, they were unable to serve as prime consultants in any of the field test sites.

## Problems--Winter, 1975

On January 22, 1975, Walker received a phone call from Davison, who called to inform him of several recent problems regarding SPECS. Davison stated that he and the principals had met with the staffs of the district's schools and had found the situation to be very frustrating because of their lack of knowledge regarding SPECS. He indicated that it would have been much better had a Development Team member been present. He said that the district's original implementation plan was moving things too quickly and he believed they had not received enough guidance in developing their Master Plan. He said that currently the district was considering the development of community goals which would be used as input in developing their program goals for language arts.

Davison indicated that the Master Plan called for the training of ten teachers as building coordinators; however, these plans were only tentative since funds were not currently available to provide such training.

He added that the two major teacher unions were planning to make Ornesdale's implementation of SPECS a major target, and he was going to need a lot of help to overcome the problem.

On February 22, Davison again phoned DuVall, but this time he stated that he was confident that the implementation of SPECS would proceed in the near future after temporary problems had been resolved.

He noted that there was still resistance to SPECS by some of the district's teachers, indicating several possible causes of this resistance.

He said that the president of the AFT in Ornesdale had received a letter from a representative of the teachers' association in the SPECS pilot site, explaining his discontent with the program (the same letter which had been sent to other SPECS sites across the country). According to Davison, the district's association president had taken this letter to the SPECS task force. Davison stated that the letter had had a "disturbing effect," since teachers had now become concerned about their own lack of input into SPECS decisions.

Another possible reason for teacher resistance resulted from Potts' class at the State University. He said that a few teachers, after taking Potts' class, had "misled" others regarding the amount of time which would be spent in planning. He said that the concept of SPECS as "form-filling" had spread rapidly among the district's teachers, who, as a result, wanted no part of this "thing" called SPECS.

Davison reiterated once again that he did not have the necessary knowledge or expertise about SPECS to ally the teachers' fears and answer their questions, particularly those resulting from the pilot site's letter. In addition, he said that he had not even seen the letter until after it had been widely circulated among teachers in the district, and therefore, until concern and resistance had had a chance to build.

After identifying these problems, he said that the district was currently revising their Master Plan based upon a two-school pilot of Component Three rather than district-wide implementation. Davison indicated that he would be meeting with the staffs of these two schools sometime within the next couple of weeks to "persuade" them to act as experimental schools, stating his confidence that his persuasion tactics would be successful.

Davison met with the SPECS Planning Committee on March 4 when it was decided that Component Three would be piloted in the junior high school and one elementary school, in various content areas which had not yet been agreed upon. While these activities were taking place, representatives from other schools in the district would be working in curriculum committees to develop program objectives for all content areas.

In a March 7 telephone conversation with DuVall, Davison said that he felt it would be valuable to invite a representative from the Oregon State Department of Education to the SPECS Conference to discuss their findings about the pilot site since there was still a good deal of concern resulting from the pilot site's letter. He said that he still believed the planning group to be very supportive of the district's involvement with SPECS, attributing this mainly to a positive report which the group had received from a teacher from the Mott district who was currently using SPECS.

Several days later, Davison asked Walker about the possibility of Walker's providing informal assistance to the schools which would be the pilots for Component Three implementation. He saw the main purpose of this contact as providing a greater understanding about SPECS, removing fears, quelling rumors, etc. Davison told Walker that he had set aside April 10 and 11 as dates for this visitation.

However, on April 3, Walker called Davison to confirm these plans and was told that Walker's visit would have to be delayed "until sometime in May." Although Davison did not make his intentions explicit, Walker was told that Davison had decided to "slow things down." During the conversation Walker learned that there had apparently been a task force meeting the night before, at which one of the principals had accused the administration of "pushing things too hard."

### Davison and Potts at SPECS Conference--April 21, 1975

Davison further strengthened his stance in a conversation with Cole on April 21 during the SPECS Conference in Oregon. At this time, he told Cole that his visit to the SPECS pilot site had made him change his way of thinking about the way Ornesdale District should proceed to implement SPECS. He stated, "We've backed off and I think we may need to back off more," and said that "a go/no-go decision regarding implementation would be made the following Monday." Davison concluded the conversation by explaining that he thought it was important that administrators have extensive training regarding MBO, etc., before implementing a system such as SPECS.

On the following day, Potts, Nagle and Walker met with Davison and Short at CEPM. During this meeting, Davison outlined his plans for curriculum development and SPECS activity. Davison planned to set up curriculum committees within each school which would be given the responsibility of developing program objectives for each content area other than language arts. At the same time, a SPECS committee would be set up for coordinating the implementation of SPECS in language arts in each of three selected pilot schools--the high school, the junior high school, and one elementary school. Davison stressed that he now planned to carry out this implementation on a purely voluntary basis--a decision he had arrived at, in part as a result of his visit to the SPECS pilot site the day before. Therefore, teachers in the three schools would now be given the option of participation in SPECS activities.

Davison said that Component One was now completed and that revisions would be made as they became necessary. He stated that they still planned to implement Component Two in accordance with the district's Master Plan. Davison stated that the district had developed a set of goals and priorities developed by Potts using the Phi Delta Kappa strategy for Component Four. However, Davison said he was dissatisfied with the Phi Delta Kappa strategy and, therefore, he would like the district to implement a revised strategy as soon as possible--a strategy similar to SPECS but utilizing Phi Delta Kappa's 18 broad-goal areas. To do so, he hoped to use some of the members of a citizen's committee which had been involved in the previous activities.

Davison then presented a very detailed, up-dated Master Plan, which Short had apparently been responsible for revising. After a cursory review, Nagle and Walker suggested that the plan make explicit the voluntary nature of the Component Three implementation of language arts in selected schools. In addition, they noted that it would be desirable to include a list of go/no-go decision points, personnel involved, and dates for implementation. Nagle and Walker noted that generally the plan was extremely well-written and sufficiently detailed. In fact, Nagle noted the plan went further than any other Master Plan in delineating responsibility for SPECS among the district personnel.

Davision and Short agreed with the Development Team's suggestions regarding changes in the plan and said that they would make these revisions and then would present the plan to the district task force for its approval sometime before May 5, prior to presenting the plan to the Board at the May 12 meeting. If approved, they agreed that Walker and Mott's Curriculum Director Keith Ingallo would hold a three-hour workshop for all language arts teachers in the three selected pilot schools in mid-May. In addition, teachers who had previously been involved with SPECS in Ingallo's district would be included. Following this workshop, they would then ask for volunteers to implement SPECS in language arts in each of the pilot schools and would then hold an inservice for training the volunteers. Finally, the group agreed that Walker and Davison would work together in designing a possible Component Four strategy for the district during Walker's next visit to Ornesdale.

### Go Decisions--May 7, 1975

On May 7, Cole contacted Short to discuss the recent decisions made in Ornesdale regarding SPECS. Short informed Cole that the planning committee had voted 100% the night before to "voluntarily implement SPECS in the three pilot schools." Seemingly quite concerned about potential communication problems, he said that he and Davison would be meeting with the language arts teachers that evening to discuss the task force's decision.

During the next week, Walker called Short to inquire about the outcome of the Board meeting and was told that the task force, the Principal's Advisory Group and the Board had all voted unanimously to implement Component Three on a voluntary basis in the pilot schools. He said that an orientation would be held in early September and, upon completion, the teachers would be asked for voluntary participation. Presently, Short said that all signals pointed to a high degree of compliance with these plans.

## Component Four Assistance--June 4, 1975

On June 4, Walker met with the Component Four Steering Committee to develop a strategy for involving the Ornesdale community in broad goal definition. This committee was comprised of five members of the district's SPECS Task Force (including two board members), five citizens, each of whom had been involved previously in the district's Phi Delta Kappa goal prioritorizing activities, and six administrators.

Davison opened the meeting with introductions, a brief explanation of the purpose of the meeting, and a description of the roles of members. Walker then described the relationship of Component Four to Components Three and Five and stressed the prerogatives and the role of the community.

He then distributed a worksheet, "Thinking Through a Strategy,"--an abbreviated form of the Component Four Implementation Booklet--explaining that the task for this three-hour meeting was to obtain group responses to each of the worksheet's 19 questions. He noted that they need not reach consensus on any responses, and that he would record all responses on the large wall-chart. Disagreement about using such a process was confined to one member, Larsen, who stated, "It's futile to match program outcomes (empirically obtained data) with community expectations (gut feelings at best)." Rather, he suggested that the committee go to the *larger community* (the state) to obtain data related to Ornesdale's educational shortcomings, e.g., find out what proportion of Ornesdale's graduates can not fill in tax returns, write a will, read a book, compute in dollars and cents, etc. He said that these data would spell out the district's educational needs--needs which should determine future program development. Several administrators suggested difficulties in making this process operational. After completing the responses, Davison set the next meeting date for June 11, and the meeting adjourned.

During a telephone conversation with Davison on June 12, Walker learned that considerable progress had been made at the June 11 meeting. According to Davison, at the first meeting of the Community Advisory Committee (CAC) members would brainstorm responses to the question, "What should students be able to do when they graduate from high school?" The steering committee would later categorize the statements. At the second meeting, the committee would then review the statements against a base of supplied background materials and add other goals to their list. The first response form would then ask CAC members to vote on inclusion or exclusion of each goal statement generated.

Contact was once again made with the district on July 28 when Cole telephoned Davison to discuss the status of SPECS in the district. Davison said that they planned to resume their work in revising community goals during the coming month and asked about the possibility of Walker's returning to the district in September or October. After Cole informed him that both Nagle and Walker would soon be leaving the program, Davison expressed his concern and asked who would be remaining on the staff. Finally, Davison agreed to make arrangements for Cole to visit the district in mid-September to talk with him and Short, and to interview several of the teachers.

Status Check--September 19, 1975

On September 19, 1975, Cole met with Davison and Short to discuss the status of SPECS in the Ornesdale district. Upon the beginning of their meeting, Davison seemed to be upset about some school-related problem. After about 15 minutes, Cole asked Davison if there was a specific problem. He said that one of the major problems involved a P.E. teacher who had filed a sex discrimination case with the Department of Labor; therefore, the Department of Labor had sent an investigator to the district who had asked for various kinds of information. Davison said that this had resulted in taking time away from the central administration's regular duties. Another dispute, according to Davison, involved a special education teacher who believed discrimination existed toward all of the district's special education teachers, since the district refused to pay them on a 12-month contract.

Although Davison informed her that Component One had been completed, Cole was not shown any actual products of Component One. He said that they were continuing to revise Component Two and showed Cole both their 1972-73 and their 1975-76 budgets. Although the budgeting was at a finer level of detail, salary dollars were still unattached to programs.

Component Three was one month behind schedule, according to Davison, who attributed the delay to the "administrivia" in which he and Short had been involved. Although, two weeks earlier, Davison had said that September 22 would be an in-service during their meeting.

Davison then asked about the resignation of Mott's Curriculum Director--specifically about who was replacing him and what the future plans for SPECS were in that district. He said that prior to the Curriculum Director's resignation, Ornesdale's task force had planned to use him as an inservice instructor; however, his new affiliation with the State University would make him unacceptable to Ornesdale teachers. He said teachers would now view him not just as an advocate of SPECS, but as a salesperson of the system. Since interviews with teachers had not been arranged for this visitation, Cole was unable to check the accuracy of Davison's perceptions.

Summer 1976

In a conversation with Davison during July 1976, SPECS Development Team member Stephanie Henderson was told that SPECS was continuing in Ornesdale, although the name "SPECS" was no longer being used in the district.

He explained that he had been pleased with the Component Two program budgeting system which had now been in operation for two years.

According to Davison, work had begun in Component Three during September 1975. Objectives were currently being developed for all subject areas in the entire curriculum. He explained that completion of this process was expected to take four years and that in addition to time, more money had been invested in this phase of their SPECS activities than in any other. Davison said that plans now called for the installation of a complete testing system using SPECS procedures. Davison said that he believed the Ornesdale District had now surpassed Mott (another SPECS district in the state) in their Component Three work.

According to Davison, the only SPECS component which Ornesdale had not yet done was Component Five, and a system had already been set up for use in this component.

He concluded the conversation with a rhetorical question, "If that's not SPECS, what is it?"

This chronology was developed by the staff of the SPECS Program within CASEA, the research and development unit of the Center for Educational Policy and Management (CEPM) at the University of Oregon. CEPM is supported in part by funds from the National Institute of Education (NIE). Opinions expressed in the chronology do not necessarily reflect policies or positions of either CEPM or NIE, and no official endorsement by either organization should be inferred.

# Seacomb Public Schools

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## District Description

Seacomb is located approximately 30 miles from a major Eastern seaboard city. The school district serves approximately 4,000 students from grades K-12; it has one high school with grades 9-12, one junior high with grades 7-9, a middle school, and three elementary schools. Seacomb could be described as a moderately affluent residential community. It is growing rapidly, primarily because of an influx of young professional families moving from the inner-city.

The professional staff includes about 250 people, headed by Reynolds and three assistant superintendents; one is responsible for business affairs, another is a general assistant to the superintendent, and the third serves as an administrative assistant.

## Initial Contact -- September 25, 1974

On September 25, 1974, Superintendent George Reynolds; administrative intern, Jerry Snow; Ronald Michalenko, Director of Project GOAL; and SPECS Consultant, Ed Kenney; met with Lloyd DuVall to discuss the possibility of SPECS implementation in Seacomb Public Schools. Reynolds began the conversation with a brief description of the district.

At the time of this initial contact, the School Committee (the official name for the Board of Education) was composed of six members who were described by Reynolds as "supportive to a fault". He indicated that almost any type of recommendation that he brought to the Board would be supported with little questioning.

Reynolds' interest in SPECS grew from his concern for community goal setting and the need for pulling together a number of efforts which were currently on-going in the district. He saw the need to involve residents in deciding the general direction of district affairs. Reynolds expressed concern about developing clear communication patterns throughout the district, as well as a system of staff evaluation. At the time that initial interest in SPECS was shown, professional committees were working on needs assessment for the district, and supervisors were working on goal statements for themselves. Reynolds indicated that he was firmly in agreement with a systems approach to managing the district, and it was simply a matter of finding the best way to do this that concerned him.

Reynolds listed a number of potential resources that were available to the district in its implementation of a systems based management plan. The chief resource was the location of Project GOAL. This consortium of regional school districts was originally a Title III center which the cooperating districts continued to fund after Title III funds had been terminated. GOAL provided a materials resource center and a media resource center, conducted staff training in performance objectives and worked with districts in community goal setting. The director of GOAL, Michalenko, indicated his willingness to work with Seacomb and with SPECS, should Seacomb decide to implement the program.

A second resource was the New Land Life Insurance Company's specialist on management by objectives. This person lived in the district and was available for use by the district in planning for implementation of MBO-type activities, for staff training, and for general consulting in the MBO area.

A third resource was Reynolds' ready access to the staff of a nearby metropolitan college where he had done his doctural work. Reynolds served as a part-time faculty member at the college and indicated that staff members from there would be available should they be needed.

After some discussion of the Development Team's interest in Seacomb, including their field-test interests and consultant Ed Kenney's interest in working with the district, it was decided that Kenney would conduct an orientation session for a small group of district personnel in the near future. Michalenko would coordinate the orientation session, arrange details in the district, and would contact Kenney for a time and date. At the conclusion of this orientation workshop, Kenney was to again contact the Development Team regarding the next steps to be taken.

Reynolds gave the impression of knowing what he wanted and seemed to carefully consider a number of alternatives before making a final decision. Should SPECS be implemented in Seacomb, its field test potential appeared to be very substantial, due in large part to the strength and perceptiveness of Reynolds. In addition, a field test site with the potential number of resources available to this district looked very promising to the Development Team. Throughout the discussion with Reynolds, DuVall was continually impressed by statements that the potential costs for implementing SPECS were seen as no problem. With the strong Board support which Reynolds held, and his commitment to a systems based management approach, it seemed that resources necessary to implement SPECS would be forthcoming.

On September 26, 1974, Michalenko and Kenney discussed the agenda for a SPECS orientation session. Following the phone conversation with Kenney, Michalenko informed Reynolds that the group involved in the orientation would be composed of building principals, key teachers, central office personnel, and one or two School Committee members. Reynolds agreed to select the participants and to notify them of the details of the session.

## SPECS Fall Conference -- October 1974

In October 1974, an invitation was issued to the superintendents of all school districts who had shown an interest in SPECS, to attend the First Annual Field Test Site Conference. The Conference was to be held in Minneapolis and would be geared towards helping districts think through what SPECS was, and what they needed to do to implement it in their own districts.

Reynolds responded to the invitation by sending two representatives and himself to the Conference. During the Conference, the three Seacomb representatives played a low profile, asking very few questions, but appearing to be quite interested in SPECS as a conceptual and operational model.

## Foreseeable Problems -- November 5, 1974.

By the time DuVall returned to the district on November 5, 1974, the status of the district seemed to have changed somewhat. At this time, two Development Team members met with the Superintendent, George Reynolds; Richard Graves, and Ronald Michalenko to discuss district activities and answer further questions regarding the possibility of implementing SPECS in Seacomb.

Reynolds noted that Seacomb Public Schools had two major problems: (1) increased enrollment, and (2) the need for community involvement. To lessen the problem of community involvement, a neighborhood liaison program had already begun in two schools. Some of the staff members were apprehensive about this new program, and interest had already begun to fade in the intermediate school.

The administrators also mentioned a third problem pointing out that although changes were being made in an attempt to meet students' interests, the students seemed to be apathetic toward many of the new activities. The drop-out rate in Seacomb had declined recently from between nine and twelve percent to between eight and ten percent; however, student absenteeism seemed to be increasing in a one-to-one correlation. In addition, most of the senior high students were college oriented, and most programs were designed for the majority, with less assistance given to vocationally oriented students.

In an attempt to determine what had caused the change, DuVall questioned the administrators as to the type of people who served on the School Committee. Reynolds responded by saying, "The School Committee is no longer representative of the community, with only two of the members being college graduates." The Committee members' incomes were now below the average in Seacomb. The School Board position was described as prestigious, but not forceful, since the actual policy-making was usually left to the administration. The Board seemed to be divided into two camps of conservatism and liberalism, with some members on each side of the fence. While the liberals indicated an interest in "open education" and a desire to make changes in this direction, they apparently did not know what specific changes were needed to reach these ends.

During this meeting, Reynolds went on to discuss the potential need for SPECS and the problems involved in bringing SPECS into the district. He stated that the need for a programmatic budget was probably the best reason for implementing such a system, while teacher evaluation was the least of his concerns as well as being of little concern to most teachers in the district.

Reynolds said he was impressed with SPECS, but questioned,"Can we get 250 people as impressed as we are?" He indicated that if NIE funding was not available for continual development and technical assistance, he would be willing to consider entering into a national consortium with other SPECS districts, whereby Seacomb would contribute their share of the costs. According to Reynolds, Seacomb would launch into writing a Master Plan with or without SPECS, but he felt that assistance from the Development Team would be preferable since this would help them to avoid some of the problems that other districts had previously encountered.

Michalenko stated that he saw two problems with implementing SPECS in Seacomb: (1) getting it off the ground, and (2) developing positive attitudes toward it.

Michalenko asked how districts usually proceeded in getting SPECS off the ground. DuVall explained that the appointment of a SPECS Coordinator should be one of the first steps, and Reynolds indicated that Graves might be free to serve in the capacity of a SPECS Coordinator. DuVall went on to explain that staff orientation could proceed concurrently with the development of the Master Plan.

When asked about Kenney's work with district personnel, Reynolds and his assistant indicated that he had done "a great job" in the orientation workshop with teachers and administrators on October 5,

1974. They also indicated a desire for further involvement with him since he could provide much of the assistance they needed. Furthermore, Reynolds said that he would be interested in having one or two SPECS pilot site teachers come to Seacomb to meet with teachers. DuVall and Cole readily agreed that this would be most acceptable to the Development Team, since no other site had introduced SPECS to the teachers using this method.

### More Problems --November 22, 1974

On November 22, 1974, DuVall met with Reynolds to discuss SPECS, the potential problems in implementing SPECS and the special problems of the Seacomb District. Prior to this meeting, Reynolds had met with groups of teachers throughout the district to test potential reactions toward implementing a system such as SPECS.

One of the primary concerns of elementary teachers was the potential for being overburdened with additional bookkeeping work. This was due, in part to the nature of SPECS, but it was also due to the implementation of the new state law requiring special education students to be part of regular classrooms. The latter concern had been a policy of the district for about three years and therefore, it required no additional planning by the teachers; however, it did call for additional clerical activities.

Reynolds saw the amount of teacher time required to be his major problem in implementing SPECS. More specifically, he was concerned about how the district might set aside enough time for teachers to meet the additional needs of the SPECS format.

The district was currently working with another state's math system for individualized instruction in mathematics in grades 1-4. This program used performance objectives, pre- and post-testing, and a certain amount of standardizing of objectives to suit the "average child." The district's choice of math as a place to begin individualizing instruction was based upon the relative ease of defining performance objectives. However, they found that the least amount of support materials were available for teachers in math; therefore, although math was chosen to make the generation of objectives easier, it posed some problems for materials generation.

A substantial increase in student interest in math in the first four grades made Reynolds particularly enthusiastic about the program. He cited as evidence the fact that students were voluntarily doing work at home, that recesses were being used to work on mathematics, and the positive atmosphere of the classrooms when mathematics was being taught. Reynolds also stated that instituting an individualized program had brought about major changes in mathematics test scores. In an analysis of student test scores, central office personnel had found that after the individualized mathematics program was introduced, test scores were significantly higher than they had been with the previous program. The district was now considering using SPECS to extend this program to fifth grade mathematics.

In turning his attention to ways in which SPECS might be used in the reading program, Reynolds indicated that each building currently had a full-time reading coordinator who served as a staff consultant. These reading coordinators had a high profile in the district and their interest in such a program seemed high, as indicated by their requests that SPECS be used in their individual schools.

Another of Reynolds' concerns was how the data generated by Component Three would be used. He had intended to computerize student output data, thus enabling the district to have a system for collecting, storing, and eventually analyzing student performance data. Therefore, when Component Five was later considered, data would be available on which to base decisions. Generally, such a plan called for additional aides, and Reynolds was confident that he could convince the Board to employ additional para-professional help.

According to Reynolds, the elementary teachers generally agreed that a SPECS-type approach to planning instruction was "the way to go". He anticipated no resistance -- or perhaps minimal resistance -- from them if SPECS were mandated. However, he was very concerned that implementation be planned carefully so as to elicit maximum teacher support. He further stated that in grades one through four, teachers were ready to begin working on an implementation plan immediately. In addition, the art and music coordinators had expressed a desire to have their departments using a SPECS format by April, 1975.

He felt confident that in the junior high, 40 of the 45 teachers would "go along" with SPECS if asked to do so. One of the problem areas in the junior high was that all of the department chairpersons were senior high school teachers, who were somewhat hostile to individualized instruction.

Reynolds also stated that there was almost a total lack of programmatic relationships for course offerings outside the college-bound student's interests. Therefore, one possible strategy for implementing SPECS in the secondary school might be to enter the secondary schools in the non-college course areas, thereby strengthening the offerings for these students while taking the route of least resistance.

Another primary concern was the effort required in Component Four. Previously, the attention on community goal definition had been pushed into the background. They had considered asking assistance from the League of Women Voters, an active civic group, which was often seeking activities which could benefit Seacomb. Another problem in considering Component Four resulted from an almost total lack of exposure of school district activities in the public media. Thus, although Component Four was seen as being very important, Reynolds was still frustrated by his inability to design a strategy for its implementation. At this point, DuVall shared with Reynolds some of the work that other Development Team members were doing with other sites in developing Component Four, planning to discuss these in more detail at their next meeting.

The November 22 meeting was concluded with DuVall pointing out that he must have both a Master Plan and a formal letter of interest from Reynolds in order to continue these SPECS efforts on a legitimate basis. Reynolds stated that he understood this, and reassured DuVall that he would comply with these needs.

### Mid-year Visitation -- January 27, 1975

When DuVall visited Seacomb on January 27, he found that all teachers in grades one through four were working on objectives in mathematics. The amount of work required to generate objectives for the math program had posed problems for many of the teachers, and as a result, Reynolds had given the teachers the option of continuing with their efforts or ending the whole program. After some discussion, the teachers voted 54 to 2 to continue their efforts. This was seen as an indication that the teachers were willing to undertake the additional work required of them in designing their courses using an objective format.

In grades five and six teachers had been concerned primarily with writing objectives for language arts and social studies. The district was embarking on what they referred to as the "4-6-8 project" which involved determining terminal objectives for each of these three grade levels by drawing from available objective banks. Reynolds expected a consensus to be reached by June in language arts, mathematics, and social studies on the objectives for grades four, six and eight.

In the secondary schools, the teachers apparently had become quite skeptical of the possibility of determining objectives for their courses. Not only did they believe that it was not possible to develop objectives, they also saw very little use for them. An objectives definition project was also currently underway in the kindergarten.

In addition, the state's school districts were required by law to deal with children three years of age or over who had developmental problems, these children currently being identified by voluntary methods, public relations workers, and other subjective methods. Thus, special education needs for kindergarten and pre-kindergarten lent themselves very well to objectives generation, but again, the staff was resistant.

Districts were also required by law to define objectives for any student who was experiencing learning problems. The intent was to prescribe remedial work for students in order to get them back into the mainstream of the school offerings by using a diagnostic approach. Again, Reynolds believed the SPECS approach would lend itself very well to implementing such a program.

In still another area, that of occupational education, a task force had been at work writing a proposal for state funds to develop a program. At this time, however, the outcome was still unknown.

Throughout the year a controversy had been raging in the district over the use of a game which some people apparently saw as being too violent to be used in the physical education program. After Reynolds had stopped the practice by issuing an edict, he was challenged, and finally after much discussion, was supported by the Board in a three to two vote. Reynolds believed that one method he could use to pull all of these factions together might be to embark upon Component Three in the physical education department.

By this time the prospects for implementing Component Four of SPECS appeared to have dimmed somewhat. The Board of Education had recently rejected a proposal for cooperating with the State Department of Education in what was known as the "COTE Program." This was a community goal definition project which was sponsored by the State Department but funded with local funds. Reynolds conjectured that the primary reason for rejection was that it was seen as a state edict to which locals must respond. In a sense, the Board of Education was asserting local control regardless of the State Department's wishes, while the State Department felt that it, and only it, had the right to determine what was best for the schools. Therefore, going to the community, particularly under the auspices of a locally funded State Department project, was currently in disfavor. It appeared that as long as opinions towards community goal definition remained negative, the probability of implementing Component Four would be very dim.

## Funding for SPECS

Also in January, the district was involved in its own fiscal crisis. The teacher negotiation package included $1.3 million and the Board of Education offered, in return, $200,000. Of the $1.3 million, $400,000 was included as a way to decrease the pupil/teacher ratio. and the teachers had included a 15% salary increase. Reynolds was very pessimistic about the probability of easily solving this problem. Funds for a program such as SPECS would probably have had to come from the $200,000 per year endowment fund that the district received, and the state Attorney General had ruled that this discretionary sum of money could not be used in place of local tax dollars. Thus, regardless of the school budgetary difficulties, this fund of money would probably be available should the district move full-strength into SPECS.

At the beginning of the school year, Reynolds had developed a list of goals for the operation of his office. Approximately half of these 25 priority items appeared to be related to a SPECS type of implementation. On January 27th, the superintendent was scheduled to report to the Board of Education concerning the achievement of these objectives. Although the Board had adopted these objectives for the administration, the Board was not committed to them since they had been developed only by the administration, with the Board only being allowed the nod of final approval. Reynolds stated that next year the Board, as well as the administration, would be involved in setting the objectives in an effort to gain their commitment to the directions in which the district would be moving.

Reynolds also discussed the possibility of forming a consortium for a continuation of SPECS work should federal funding terminate. He stated that he would be very supportive of a consortium which would focus on the need for teachers to get together to share experiences and information.

Once again, at the conclusion of the January 27th meeting, Reynolds reassured DuVall that a letter of interest in SPECS would be forthcoming.

By March 26, 1975, the Seacomb district was in the running for an occupational competency grant, and the odds were two-out-of-three that the district would receive the money requested to develop an alternative school. The grant was an attempt to provide students with marketable skills under different organizational settings. Under the grant, the staff would be chosen from those who expressed an interest and extra money would be available to them. Reynolds believed that such a grant might also enable them to implement Component Three and possibly Component Four.

## Pilot Site Education Association Letter Received

Both the chairperson of the School Committee and the president of the Teachers' Association received the letter from the SPECS pilot site Education Association. Apparently the Board president was very upset at the receipt of the letter inasmuch as he saw it as an outside attempt to interfere with Seacomb's affairs. On the other hand, Reynolds admitted that he did not know where the teachers stood in regard to their attitudes towards the letter. He noted that by stressing system accountability and program accountability, rather than accountability for individual teachers, he had been able to smooth over some potential problems in his recent meetings with teachers. As of his March 26 meeting with DuVall, Reynolds had heard no comments from teachers regarding the letter, nor had he heard anything from the teachers' association. If the letter had caused a stir in the district, he anticipated that he would hear about it when the teacher negotiation team met with the Board of Education during the first week of April.

## Invitation to Spring Conference

After receiving an invitation to the Spring SPECS Conference in Eugene, Oregon, Reynolds explained that out-of-state travel had been suspended for district personnel as a result of Seacomb's chief of police attending a convention in Las Vegas. Some of the townspeople had raised objections to the town financing the trip and the Board of Education, in reaction to the furor created, requested that out-of-state travel be terminated. Therefore, Reynolds had denied permission for principals to attend national conventions throughout the year. In addition, he cited a rarely enforced provision in the negotiated agreement that the district would not provide support for teacher and administrator travel west of the Mississippi. Therefore, he expected that a request to attend the SPECS Conference would be met with community furor. He went on to say that the Board of Education was receiving a conservative backlash from the community. This had developed over a number of small issues and was being led by a rather vocal minority of citizens, but one board member had resigned as a result of the pressure. Throughout the backlash, the word "individualization" was seen as a scare tactic by some members of the community. For some, it had become synonomous with "non-teaching".

Therefore, by the end of March, it appeared that Component Three activities which leads to individualized instruction, and Component Four which leads to community input to decision-making, were being viewed with a great deal of skepticism. Reynolds stated that since the political climate of the district was so unstable, any definite decision on future implementation activities or attendance at the Conference would have to await further developments.

## Lack of Activities

On June 16, 1975, DuVall discussed the status of SPECS in Seacomb with Reynolds. Based on the brief conversation, it appeared as if little had occurred in the district with SPECS since their last conversation. Reynolds stated that the budget had been passed, but that teacher negotiations were unresolved and would probably remain so until fall. He said that there were "two or three" issues which were very problematic to him at the present. He did not specify the nature of the issues, nor was there time to question him. Reynolds stated that he was interested in talking with DuVall, but time prohibited him from doing so. He then suggested that the next time DuVall was in the area that he contact him again and he would set aside time to talk.

This chronology was developed by the staff of the SPECS Program within CASEA, the research and development unit of the Center for Educational Policy and Management (CEPM) at the University of Oregon. CEPM is supported in part by funds from the National Institute of Education (NIE). Opinions expressed in the chronology do not necessarily reflect policies or positions of either CEPM or NIE, and no official endorsement by either organization should be inferred.

# Stanton Public Schools

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## District Description

The Stanton School District is located in the center of a Western state. The Superintendent describes the rapidly growing community as a place "where people go to get away from the racial problems, bus fumes, and other problems of city life." The present student enrollment is approxiamtely 5,8000 and projections indicate that it is likely to increase to 10,000 by 1985. There are about 300 professional personnel employed by the K through 12 district including those at nine elementary and three secondary (2 junior high, and 1 senior high) schools.

## Initial Contact--November 1973

In early November 1973, Lloyd DuVall, then Director of School Management Services for General Learning Corporation and Harold Walker of the SPECS staff met with Robert Daniel, Curriculum Director and Charles Perry, Business Manager. The purpose of this meeting was to discuss all five components of SPECS and the possibility of their implementation.

On November 29, an agreement was made with General Learning Corporation for the implementation of Component One and Component Two in Stanton and for preimplementation activities to be carried out leading to the possible implementation of the remaining components to begin in September 1974.

At this point Harold Walker, a consultant from CEPM working under contract with General Learning Corporation, had completed a detailed overview for implementing Component One and Component Two between December 1973 and July 1974. This overview charted the proposed tasks together with suggested indicators of task completion, relevant dates, and names of persons who would be responsible and/or involved in each phase. In addition, he contacted Robert Daniel in order to outline ways in which Stanton could, hopefully, avoid some of the problems that had earlier been encountered in implementation in the pilot project. Since pilot site teachers had been concerned about their lack of involvement in making SPECS decisions, an important issue was to involve Stanton teachers immediately.

## Introducing SPECS--Winter 1974

A steering committee of teachers and administrators was selected by Coordinator, Robert Daniel, by the end of December. Flowcharts for Component One neared completion, and Superintendent Gossett had outlined a three-year plan of SPECS activities for the principals.

An introductory workshop was held January 10 and 11, 1974, to acquaint the steering committee with SPECS. After a second meeting later that month (on January 26) to discuss further concerns about SPECS implementation, Superintendent Gossett expressed favor toward all five SPECS components but indicated that he would be somewhat cautious in implementing Component Three "because of activities already in progress in the district." Gossett stressed that the steering committee would serve in an advisory capacity when they made their recommendations in early May.

Possible uses of Component Three data was the topic of two meetings held in March and April. The pilot school district personnel were invited to these meetings to share first-hand experiences with the steering committee members. Subsequently, the steering committee was asked to prepare a brief advisory report of their perceptions of the major benefits and costs that SPECS would have for the Stanton District, to be presented to Superintendent Gossett in early May.

In an April 10 telephone conversation with Daniel and Perry, Walker learned that they had not received adverse criticism regarding the possible implementation of SPECS and that it was Daniel's opinion that Stanton would go ahead with SPECS implementation as planned. At this point, Walker's impression was that things seemed to be going very smoothly and that there would be few problems with the implementation of SPECS in Stanton.

## Steering Committee Meeting--May 4, 1974

On May 4, 1974, the steering committee met with the SPECS Program Director, Jack Nagle, Harold Walker and three staff members from the pilot site district. It was the consultants' intentions to outline various implementation strategies and alternatives for the implementation of Component Three, including a panel discussion by pilot site personnel, and then allow time for discussion and questions before voting on one of the alternatives.

However, after the presentation by the pilot site panel, which the consultant described as doing a "first-class job," and after the alternatives for Component Three implementation were presented, the high school principal stated that this was a matter of consideration for Stanton teachers only and requested that Nagle, Walker, and pilot site personnel leave the room.

After the guests left the room, the steering committee unanimously decided against recommending to the Superintendent any of the alternative forms of implementing Component Three. By what means or upon what grounds the committee had reached this decision was not disclosed to SPECS personnel. The following statements appear in a May 9 memorandum from Walker to Superintendent Gossett, Robert Daniel and Lloyd DuVall:

> "As a result of a lack of interest on the part of some building administrators and teachers--those forming the membership of the SPECS Advisory Council--and the apparent absence of strong SPECS support from either the Board of Education or the Office of the Superintendent, it seems that implementation of the planning, evaluating, and replanning of instructional programs (Component Three) must be postponed, if not indefinitely, at least for the near future. . .
>
> In view of the action taken by the Advisory Council, we must face the fact that a compelling interest to implement Component Three of SPECS in Stanton, at least as far as instructional programs are concerned, does not exist at present."

In this same memo, Walker stated that he was not fully conversant with the actual recommendation made to the Superintendent since SPECS personnel had never been informed of this and that he would welcome a memorandum to that effect. In a May 10 memo from Daniel to Walker it was stated "The committee recommended that we continue with the study of the SPECS program with study continuing to any other related program for one year providing the school board would finance the project." Thereafter, it is not known whether or not an effort was ever made to learn of any other PPB system.

Thus, the decision had been made to continue with the implementation of Components One and Two, but to make no formal effort to implement any of the other three components.

## Possible Elements Affecting May 4 Decision

Although there had been no outright negative criticism of either the consultant or the program during his presentation, the consultant felt additional support from the administration may have been helpful. Throughout the May 4 meeting as well as in the past meetings, a number of questions had been directed to the consultant which he viewed as being in-district questions and therefore referred them to the Superintendent. One such question was, "What guarantees have we, that if SPECS is implemented, the Superintendent will not use it in forms other than the one the consultant has described?" Other questions specifically related to teacher evaluation, released time for SPECS preparation and increased compensation to meet the increased work load. The consultant was never able to overcome the teachers' legitimate fears that they would have an increased workload without additional planning time.

Following the May 4 decision, the General Learning Corporation consultant and the SPECS Program Director met with Superintendent

Gossett. The Superintendent reaffirmed his own personal interest in SPECS but indicated that, in view of the numerous school district problems, he was not prepared to overrule the decision of the Committee. He did mention his intent to call them together at some future date to learn if their feelings had changed and whether there would be any value in going ahead with SPECS.

Thus, previous conflict between the teachers and the administration, as well as poor timing, may also have played important roles in the decision of May 4.

Another factor leading to the decision against implementing Component Three may have resulted from the consultant's attempt to overcorrect one of the problems which had occurred in the pilot site school district--namely, lack of teacher involvement. A steering committee had immediately been set up for the purpose of commenting and giving advice to the Superintendent. Therefore, the consultant saw one of their first major tasks as being to advise the Superintendent as to which implementation plan they would like to see adopted for Stanton. However, this role was apparently not clear to the members of the administration for when asked if they would be used to advise the Superintendent regarding a yes/no decision on SPECS, Robert Daniel replied that they would. Since this was not the intention of the Consultant, a memo was sent to the Stanton district to be passed on to the committee members pointing out that their role would actually be to advise the Superintendent as to which implementation plan would be the most beneficial for Stanton. It is not known what the actual memo contained since

SPECS personnel did not receive a final copy.

Although the Stanton site remained dormant, site personnel were invited to attend the first SPECS Field Test Conference held in late October, 1974 in Minneapolis. The newly appointed Curriculum Director, newly appointed Data Processing Director and a secondary business education teacher attended, fully participating in all of the Conference.

## "SPECS" Continues--Spring 1975

Nearly a year later, during the Spring Conference on April 23, the new Curriculum Director from Stanton, Clarence Miller, approached Development Team member Barbara Cole to discuss the status of SPECS in Stanton. He indicated he would be responsible for coordinating SPECS in Stanton, having been appointed by Superintendent Gossett as part of a 1974 personnel shift. At this time, he stated that Components One and Two had been completed and that they were in the process of working on Component Three. He said that course statements for every course in grades 7-12 were planned to tie in with new state graduation requirements. Goals and performance indicators for each goal seemed acceptable to the teaching staff; however, they didn't realize that the work was the same as SPECS. (Miller stated that those teachers attending the Conference were probably interested in SPECS, but felt that they would continue to assure teacher organization positions.) He stated that they had not begun community goal definition work, but that this would be started soon and should be completed by the first of 1976. He stressed that because of Stanton teachers' objections to anything related to SPECS, he would like the implementation plan to remain confidential.

Component Four Exploration--April-May 1975

On April 29, 1975, the Superintendent initiated action to contact SPECS personnel about exploring possible Component Four activities. He expressed a need as he saw it, to increase citizen involvement in Stanton and to "get out of the current situation" of only asking for citizen invovlement "when it is necessary to pass a budget, or when the going gets tough."

On May 1, Superintendent Gossett held an informal meeting with Lloyd DuVall and Barbara Cole in order to brief them on the Component Four workshop which had been scheduled for the following day. After they were briefed on those persons who would attend, Gossett indicated that the purpose of the meeting would be to examine the issues surrounding community goal development and to elicit support for such an effort. The intent was not to focus on how such an effort might be gotten underway but rather to engender support for doing such a project. When asked if he saw this as a good way to get community goals and involvement, Superintendent Gossett replied "... I see this as the most significant thing that has happened here in 20 years."

Approximately 15 persons attended the May 2 meeting to discuss Component Four or more specifically "community involvement." (A decision had been made to downplay the term SPECS and to refer to it in general terms only, upon the recommendation of Gossett and

Miller because of the negative connotations of "SPECS" which had been generated with previous involvement.) Those present included administrators, Board members, and interested citizens. After Cole and DuVall talked briefly about the need for and rationale concerning community involvement and community goals for schools, discussion began. There was some concern that Stanton had no goal input from members of the community and particularly from blue-collar workers. One participant stated that a "no" vote on budgets may be one way a citizen has of negotiating with the school district, since little other opportunity exists. The chair-person of the School Board raised the issue of the way operational decisions had to be made and the general futility of attempting to deal with such broad issues as community goals. He stated that the school district had already developed goals, that performance objectives had been created by teachers, but that the fundamental issues of negotiations, school building, and district operations were not addressed by these activities. Others disagreed, stating that they felt it was necessary to have an overall blueprint for district operations and that a community goal set provided one piece of the overall blueprint. Those most closely concerned with the operation of the school seemed least receptive to tapping citizen perceptions about school district directions, while persons from the community were most supportive of such a program.

The next step was to wait for a decision from the Board of Education about moving on such a program. The meeting adjourned with a tacit consensus that discussion would continue and that Gossett would contact SPECS personnel in the future.

In a May 6 telephone conversation with DuVall, Gossett stated that, in his opinion, the meeting had accomplished what he had intended. He also stated that activity would get underway, probably after the new Board members were seated in July, and requested additional help when they considered the "hows" of the implementation process.

## Decision Not To Become Test Site--June 1975

Steven Thomas, who had been appointed as part of a 1975 personnel shift to be responsible for planning and evaluation and SPECS coordination contacted DuVall to discuss alternative funding for potential management training program for their administrators. He was particularly concerned about what he interpreted as less than enthusiastic support by the State Department of Education in funding management support programs since such programs were only indirectly related to students. Thomas stated that he did not know much about SPECS, but that, in his opionion, perhaps the time was near for some "hard talk" regarding action in the area of SPECS. He said that following the May 2 meeting, several committee members had indicated their interest in further meetings of a similar nature. Therefore, another meeting was scheduled in June at which time DuVall agreed to meet with him and other interested persons.

On June 9, 1975, DuVall met with Gossett to discuss Stanton's further participation in SPECS. He informed Superintendent Gossett that decisions about official field test sites would need to be made during the fall of 1975. In all probability, sites that had not implemented Component Three could not be considered test sites, and thus would be ineligible for further technical assistance. Although Gossett indicated that implementation of Component Three would probably be an impossibility by fall, he planned to move toward a SPECS-like implementation over a period of time. His attitude seemed to be that the capability which SPECS provides, in the time frame appropriate for Stanton, was more important than identification as a SPECS field test site.

Thereafter, Stanton was interested in keeping informed about SPECS activities and in continuing to use information about SPECS in their efforts, but was not involved in a formal relationship as a test site. Also, the district continued contact with CEPM throughout the following months.

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# Tubman Public Schools

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## District Description

The Tubman School District, located near the Eastern seaboard, is a suburban K-8 school district which enrolls approximately 3,000 students. The residential community appears to be a moderate income community with no major industry. The central administration was composed of a Superintendent, Assistant Superintendent, Curriculum Coordinator, Transportation Coordinator, and the Director of Food Services when the district became involved with SPECS. At that time an elementary school was being built and a middle school was being planned. District personnel rarely spoke about problems within the district or about external problems with the community or state department of education. Generally, the site appeared to be one with relatively few problems and with an interest in furthering teaching and mangement skills to produce improved learning for Tubman students.

## Orientation Workshop -- March 5, 1974

On March 5, 1974 Lloyd DuVall from General Learning Corporation and SPECS consultant Ed Kenney conducted the first two-day orientation workshop for the Tubman School District. The purpose of this workshop, which was attended by about eight district level personnel (teachers, administrators and president of teachers' association), was to provide a basic overview of the five components of SPECS. The state was prepared to mandate PPBS; therefore, the largest segment of time was devoted to Components Two and Three--program and cost accounting, budgeting and instructional program planning, evaluation and communication.

Interest in Implementation -- May 1, 1974

On May 1, 1974, Superintendent Henry DeRousie wrote to SPECS Program Director, Jack Nagle, stating "Tubman is definitely interested in implementing SPECS." He noted that the set of pre-implementation activities which had been developed with the help of DuVall, Kenney and Development Team member Hal Walker were well underway. These activities included the orientation workshop on March 5, the selection of a Planning Team and an orientation workshop for this team. Another workshop, this one for other district personnel, had been scheduled for June. In addition, the district had set the date of July 1 as a deadline for completion of their Master Plan, and July 15 for an implementation decision to be made. In addition, DeRousie noted that the district would be applying for Title V funds to suport their planning and evaluation efforts.

Meeting with DeRousie -- June 10, 1974

On June 10, 1974, DuVall along with Development Team Member Barbara Cole, met with Superintendent DeRousie to discuss SPECS activities. DeRousie noted that the district was planning to adopt a new report card format and then displayed a Component One flowchart on which he had been working.

Patterson Workshop -- June 1974

A workshop was held for Patterson Elementary School teachers on June 24 and 25, 1974 for the purpose of presenting an overview of

SPECS, and particularly concentrating on Component Three--program planning and evaluation.

After the workshop, Cole met with teachers to find out about (1) their expectations before the workshop and (2) their evaluations of the workshop.

When asked about their expectations, teachers generally agreed that they had no idea about what was to occur or what might be expected of them. They said that they had been told to attend, and they had apparently done so, asking no questions about the agenda. Generally, the teachers expressed positive opinions about the workshop; however, the main criticism was of the SPECS consultants (Development Team). The teachers stated that they wanted to know whether the objectives which they were writing were correct or incorrect. They said that comments such as "Well I think that looks good" and "Could you improve on that?" were of little value and had only left them frustrated.

Teachers were in agreement that, at this time of year, they were tired of planning and of thinking about school. They stated that the past year had been particularly difficult since their assigned school building had not been fully completed in the fall which had necessitated their being shifted from class to class.

### Patterson Workshop -- August 1974

A workshop was held by Cole and DuVall for the teachers of Patterson Elementary School on August 26 and 27 to discuss the implementation of Component Three, using this school as a pilot site. By the afternoon of the 26th, it was apparent that teachers were very resistant to the direction that SPECS was taking and to their involvement with it as witnessed by a confrontation between the teachers and the Development Team. The teachers charged that writing objectives was a waste of time, had no utility, and was much too abstract to be of any benefit to them. Cole and DuVall attempted to be as accommodating as possible, but it became evident that the teachers were not interested in problem-solving. Therefore, it was suggested that they take a break and reconvene in ten minutes. After the break, DuVall proceeded with a discussion of the SPECS Planning and Evaluation Documents. By the time they reached the third document several teachers seemed ready to "throw up their hands in confused disgust." Cole suggested that if they would sit back and listen, they would soon be able to see some use, some relationships and some sense in the documents. As DuVall continued through the remaining documents, teachers began to acknowledge their understanding. As questions were answered and the explanation of the documents was reiterated, there was a general lessening of the tension that had existed earlier. At the conclusion of the second time through the documents, all teachers except one stated that they could see some relevance in the documents for their own teaching. At the conclusion of the first day's session, the teachers were asked to choose a set of documents that they would like to use, and to use them in planning for teaching reading on the first day of school. This touched off another wave of protest with some teachers stating that they were not going to teach reading on the first day, and others saying that the documents were totally inappropriate for what they had in mind for their first day's reading activities. After explaining that they need not include the activities which would take place prior to handing out the reading program. DuVall dismissed the group for the day.

On the second day, most of the teachers had decided which documents they would use. After examining the teachers' documents, DuVall and Cole made suggestions and responded to questions about document use. At the conclusion of the workshop, DuVall and Cole congratulated the teachers on having the forthrightness to verbalize their misgivings, noting that the teachers' willingness to share their concerns probably made the workshop better.

After the workshop, DuVall made the following observations in contrasting it with the workshop in June:

1. While the first workshop was conducted immediately after the close of school, the second was conducted just prior to the opening of school. The placement of the two workshops may have affected the motivation of the teachers since in the first the immediacy of the need for specific answers was not as great as in the second. The fact that the school was about to open, that the teachers were expected to use SPECS as a part of their planning efforts, and that they were in a planning frame of mind, made the second one more likely to succeed than the first.

2. The fact that the principal, Alice Hooten was in attendance at the first workshop, seemed to have a considerable effect. With a person of line authority in attendance, the teachers seemed much less likely to raise their frustrations in a way that might endanger future working relationships with the principal. Hooten did not attend the second workshop. Thus, the reservations and perhaps resentment of

being forced to look at SPECS could be more freely expressed and shared, with the Development Team becoming the target of this resentment. The net effect was not only more open resistance but also the possibility of a more open relationship existing in the second workshop.

3. About twice as many teachers attended the first workshop as attended the second. Therefore, it was impossible to work as closely with individual teachers in the first workshop as in the second.

4. The room in which the first workshop was conducted was a large room where no intimacy could be developed whatsoever. The second workshop, was held in a small, confined space, but a space which forced participants and presenters to look at each other across the table and to be aware of one anothers' feeling, eye motions, and facial expressions. Therefore, the smaller room, while being a bit uncomfortable, may have been more productive than the larger room.

## Meeting with Henry DeRousie -- August 27, 1974

After the workshop for Patterson teachers, on August 27, 1974 DuVall met with Superintendent DeRousie to discuss the development of the Master Plan, SPECS activities which had taken place during the summer and the workshop which had just been completed.

DeRousie informed DuVall that since he had been very ill over the summer, he had only spent about a month in the office, and therefore, the Master Plan project had not been completed. Furthermore, work on Components One and Two had failed to progress because of "internal problems in the office."

DeRousie expressed his concern that steps be taken to ensure that SPECS get off the ground and have the necessary planning behind it to continue should he leave the district because of medical problems. He said that he would be entering the hospital in the early fall and that upon his release, a better picture of the immediate future could be drawn. DuVall suggested that since the Master Plan was of such importance and that since DeRousie knew more about what needed to be done than anyone else in the district, he might take a couple of weeks in his post-hospital recuperation to come to Oregon for some rest and relaxation and also work part-time on the Master Plan. DeRousie expressed interest in DuVall's proposal but said he would delay action until he had a better fix on actions in the district and on the state of his health.

Next DuVall and DeRousie discussed the contractual relationship between CEPM and Tubman. DuVall proposed that CEPM provide consulting help throughout the year. DeRousie indicated that he saw no major problems in Components One and Two, but wanted to increase CEPM's involvement in the district in Component Three to at least one day per month. DuVall agreed to redraft a contract or an agreement with Tubman which included the expanded number of days of CEPM consultancy.

In a report of this meeting DuVall emphasized that DeRousie's health would probably be crucial to the future of SPECS in Tubman.

## Meeting with Alice Hooten -- September 23, 1974

DuVall had an appointment to meet with Patterson Elementary School Principal, Hooten on September 23, 1974 to discuss the status of SPECS implementation in that school. Upon arriving at the school DuVall was told to go into the faculty meeting which was currently in process. He was given a loud, but apparently warm, welcome by the teachers. Hooten indicated that everything had been "going beautifully." She noted that although there were some problem areas, on the whole the teachers were working very hard.

At the conclusion of the faculty meeting, DuVall talked with several teachers individually. He noted that none of them seemed upset or overly concerned about their work with SPECS.

Later Hooten said that she had been able to meet with approximately half of the staff and, of those people, about half were progressing very well. She indicated that the major problems they were having were with SPECS terminology, dealing with the notion of breaking instructional content into general objectives, and relating their day-to-day work to student achievement of objectives. Hooten expressed the need for help in clarifying the SPECS planning and evaluation model since the teachers were not sure of what the pre- and post-tests meant or why they were needed. DuVall agreed to schedule a series of work sessions where the teachers could meet in small groups to discuss their concerns.

## Assisting in Tubman -- November 4-5, 1974

On Monday and Tuesady, November 4 and 5, Nagle and Walker met with Patterson teachers to discuss their problems and progress with SPECS. Since these meetings were scheduled during the teachers' planning periods, at times they met with individuals while at other times they met with groups of three or four teachers.

From these meetings, the following conclusions were drawn:

1. Teachers were having difficulty coordinating SPECS with the Houghton Mifflin and the "Levels" series. In particular, they expressed concern over the apparent need to duplicate work--transcribing processes from the published materials to SPECS documents, rewriting a set of performance objectives when the texts already prescribed such sets, preparing tests when the texts included such sets of tests, etc.

2. Teachers were concerned about the value and purpose of pre-testing.

3. Teachers were concerned that the Program Objectives which they had written were too broad--a Program Objective based on 'consonant sounds', for example, could bery well cover a whole year's program. They also expressed concern in dealing with differences in study progress with such all-inclusive program objectives, noting that such program objectives told very little about individual learning. In addition, such program objectives implied many sub-activities and tests and the teachers were, therefore, concerned about how and where the data could be recorded.

4. Teachers were concerned about how special education classes should be handled since each special education classroom typically contained 6-12 students each of whom had a unique handicap. They asked, therefore, if each student's activities should constitute a different program.

That evening Nagle and Walker prepared a simulated set of data from the Houghton Mifflin and Scott Foresman reading programs, using the SPECS Planning and Evaluation Documents and presented them to Hooten for her reactions the following day.

In a discussion with DeRousie later that day it was tentatively agreed that a member of the SPECS Development Team would return to Tubman during the first week in December to assist in developing a Master Plan, to review modifications of the SPECS forms which would help the Patterson staff adapt the Houghton Mifflin and Scott Foresman series to SPECS, to assist in designing a set of procedures for implementing Component Four in Tubman, and to review the Component One and Two activities already engaged in as well as those yet to be designed. Prior to this visit, DeRousie would identify someone to take responsibility for the development of the Master Plan and someone to direct the Component Four activities.

DeRousie reiterated his desire to see SPECS implemented as fully as possible in Tubman. He suggested that the next program for implementation in Patterson should not be one that is pre-packaged but, rather, one which requires teachers to develop their own objectives and indicators--possibly science. He stated that Patterson's neighboring school, Roosevelt Elementary, would probably begin implementation of Component Three in September 1975.

Walker concluded that although this visit may not have saved SPECS, it may have stopped it from dying before Christmas. It was apparent to him that the Patterson staff was being frustrated because they could not see how to adapt their pre-packaged programs to SPECS.

## Assisting in Tubman -- December 2-6, 1974

On Monday morning, December 2, the Advisory Committee which was responsible for planning and implementing SPECS met with Walker and Nagle to review theprogress in Tubman with respect to each component of SPECS and to identify possible activities during the next two years of implementation.

DeRousie and Curriculum Director Paul Migliorette began by displaying a flowchart that had been developed as part of Component One.

Then Hooten reviewed Component Three activities in the Patterson Elementary School: the particular SPECS documents currently used for program planning and evaluation; the current involvement of every teacher in some aspect of planning for reading instruction; and Hooten's intentions to meet with each teacher in January to review both individual and group student performance in the school's reading program. Superintendent DeRousie and Business Manager John Patrict described progress in developing the district's budgeting and cost accounting system. DeRousie concluded by describing what he saw as a real need for community input to identify broad educational expectations, and thus the need to implement Component Four as soon as possible.

The remainder of the morning's discussion focused on whether SPECS--particularly Component Three--should be expanded next year and if so, how it should be expanded. Among the points made were the following:

a. Explicit program planning and evaluation should not be used in the district to evaluate teachers; rather, it should be used solely for program and student evaluation.

b. All aspects of SPECS may not be applicable to all teachers or all programs.

c. The objectives of Component Three in particular need to be explained thoroughly to all teachers.

d. If Component Three was expanded in the district, it would be valuable to have the Patterson staff consult with the staff of the next school to implement the program.

e. Any introduction of SPECS needs to focus heavily on what it means for teachers. That is, teachers need to see that SPECS provides

(1) information about how kids are performing on objectives, and

(2) information about the relationships among each teacher's work in the classroom.

f. a major advantage of SPECS is that it forces one to be specific about what s/he is trying to do, how it is to be done, and how well it worked.

g. Teachers need to be involved in making the final decisions regarding expansion of SPECS into other content areas or other schools.

h. If Component Three was to be expanded in Tubman during the next year, it would likely be expanded in Patterson in either math or language arts and/or in Roosevelt Elementary School in either reading, math, or language arts.

On December 6, 1974, the Advisory Committee met again to review the week's activities and to discuss general plans for the future. The specific points, as they were related to each component, are discussed below. While they did point out the directions that implementation might take in Tubman, the meeting did not result in either a tentative draft of a Master Plan or a clear sense of how and when that Plan would be developed.

The status of SPECS and plans for it within the Tubman district looked as follows:

## Component One

As a result of Nagle and Walker's December 2-6 visit, Tubman now had a draft of an expanded flowchart for all instructional activities in Patterson Elementary School, detailed to the level of some of the particular curriculum materials currently being used by teachers in each content area. There appeared to be a consensus that the expanded flowcharts were worth developing and using as a vehicle for maintaining current descriptions of programs and curriculum in each building. However, how those flowcharts would be refined, how they would be disseminated among the staff at Patterson, and how they would be updated periodically and used by teachers in the school, by Hooten, and by Miglioretto and his curriculum staff, were all questions that had yet to be answered. In addition, it was still unclear (a) whether the district's original three-level flowchart for Component One would be further refined in light of information presented in the expanded flowchart for the Patterson School and (b) whether, by whom, and by when comparable flowcharts would be developed for one or more other schools in the district. It seemed likely that comparable flowcharts would be developed, at least for Roosevelt Elementary School, but details of that development had yet to be worked out. Finally, Nagle and Walker requested that they be kept informed of any specific uses made of the draft flowcharts by teachers in Patterson by Hooten, by Miglioretto and his staff, or be DeRousie.

## Component Two

Plans which were outlined included:

a. To convert the current 1974-75 line-item budget to a program format.

b. To prepare the 1975-76 budget in traditional line-item format as required by the State by December 15.

c. To convert the 1975-76 line-item budget to program format during January.

d. To cost account during the remainder of 1974-75 in a traditional line-item format.

e. To begin to cost account in program format on July 1, 1975, the beginning of the 1975-76 fiscal year.

DeRousie noted that the state was very close to mandating program budgeting and cost accounting for all school districts. As he described it, "We have no choice, but we do want to be ahead of the state."

## Component Three

When Walker and Nagle entered the district in early December, they had three major objectives regarding Component Three. One was to determine the current status of Component Three activities in the school. Their second major objective was to assist Hooten and her staff in preparing for the series of discussions which whe hoped to conduct with each teacher in January in an effort to identify together the progress of individual students and groups of students in the school's reading program. And the third major objective was to develop a set of extended or expanded flowcharts.

They concluded that the usefulness of Component Three in Patterson and, therefore, in Tubman School District would probably be put to a test in January when individual teachers had an opportunity to meet with Hooten and to discuss their specific objectives for reading programs, the particular instructional processes that were working and those that were not, and the progress of individual students and groups of students on those objectives.

## Component Four

Nagle and Walker had met with DeRousie and administrator Steve Reinertson to discuss (a) the general characteristics of a goal structure that might be developed with the help of the Tubman community and (b) possible strategies that might be used to develop that goal structure. However, their efforts failed to result in a final goal strategy, but DeRousie and Reinertson planned to finalize one during the next month.

In summary, Walker wrote the following conclusion regarding the week's activities:

> From our point of view, the visit to Tubman between December 2-6 proved to be extremely valuable. We were most impressed with the progress made to date in four of the five components of SPECS, and with the receptivity of the staff to suggestions for further development The existence of a three-level flowchart of activities in Component One is more than adequate to meet the immediate needs of developing a program budgeting and cost accounting system. At the same time, though, the district now has a pretty good sense of what it means to develop expanded flowcharts within each building. From all indications, Component Two is well underway, and the district should be able to met John Patrict's expected two-year time-line for full implementation of a program budgeting and cost accounting system. Thanks to Hooten's clear sense of purpose for the January sessions, Component Three in Patterson seems to be well on track. And thanks to the efforts of Reinertson and DeRousie..., the district has begun to specify its desired product and strategy for Component Four. Perhaps the only missing piece is a written Master Plan that explicitly links these various activities together.

In December of 1974 DeRousie made plans to visit CEPM from January 9-11. However, on Janaury 6 he phoned Walker to tell him that he had to cancel his plans due to "a possible reallocation of state funds" which could result in a loss of funds for the district. He planned to continue working on Component Four and stated that he and Reinertson would forward a draft of Component Four and the district's Master Plan by the end of the month.

In a phone conversation with Principal Alice Hooten on January 24, 1975, Walker was told that the entire staff seemed to be positive toward SPECS. Hooten was planning interviews with individual teachers during the next two weeks for the purpose of discussing their progress with Component Three activities. At this time she planned to discuss with them their plans and objectives for the period of March through June.

In addition, she pointed out that Nagle and Walker's December visit had been of considerable help to the teachers. In her opinion, "It took the staff beyond the level of superficiality--making SPECS something real that was helpful to teachers."

## Budget Cut -- February 1975

DuVall talked to DeRousie of February 2, 1975 to inquire about meeting him or someone from Tubman at the American Association of School Administrators Annual Meeting. However, DeRousie informed DuVall that no one from Tubman would be able to attend the Conference, noting that since the board had directed him to cut $400,000 from the budget for the next year, travel was being cut from this year's expenditures.

## Component Three Activities at Patterson -- Winter 1975

On February 11, Walker called Hooten once again to find out the status of their SPECS activities at Patterson. Hooten expressed that she was extremely pleased at what she had seen in her meetings with teachers in the past two weeks. Moreover, she was excited by the teachers' positive reactions to the Component Three activities. She stated that, as the teachers had done more post-testing of objectives, they could see the benefit of the pre-tests and finally, what they had been asked to do was beginning to make sense to them. Hooten was pleased by the teachers' involvement in daily record keeping. Some of them, she said, were keeping records to the point where they were recording daily which students did not achieve the day's objectives and what was being done to assist those students. In her opinion the SPECS documents were being well used and that they fit very well with the teachers' own methods.

Hooten noted that the immediate plans included the following:

> February 15, 1975 - Each teacher will turn in a summary of group performance data for the period of September 15, 1974-January 31, 1975.
>
> February 28, 1975 - Each teacher will submit a one-page description outlining those processes which they had found most effective, those that did not work, and also a list of revisions that they have made in their objectives for February 1, 1975-June 1, 1975.

Hooten indicated that she would be submitting a report to DeRousie on Component Three activities at Patterson. She said that the report would be very positive and that she was "pleased beyond (her) wildest expectation." She said she would ask DeRousie to keep the Development Team informed of (1) further progress in developing a goal definition strategy and (2) the district's intentions concerning expansion of SPECS into Roosevelt Elementary and implementing another content area at Patterson.

On March 4, 1975 DuVall conversed with DeRousie about possible participation at the SPECS Spring Conference. DeRousie expressed a willingness to send teachers to the Conference at the Center's expense, but indicated once again that it would not be possible for the District to provide funds for their participation.

In talking with Hooten by phone on March 17, 1975, Development Team member Barbara Cole found that teachers seemed to be using SPECS even more than they had in the last term. In addition, each week teachers were including with their lesson plans, a list of students who had not met the previous week's objectives. She also noted that DeRousie had asked her to attend the SPECS Spring Conference and that she was considering bringing with her a member of the Advisory Committee.

On March 21, 1975, DuVall telephone DeRousie to arrange a meeting during the next week. DeRousie expressed concern, noting that the letter which had been received from the pilot site Education Association had caused problems in the district. He stated that at Patterson there had been a "minor palace revolt" since the teachers now feared the use of SPECS data in teacher evaluation. DeRousie stated that although he now seemed to have things under control, problems still existed.

## Funding Cutbacks Mean No New Programs -- Spring 1975

DuVall met with DeRousie in his office on March 28, 1975. The conversation began with DeRousie informing DuVall that the district was in serious financial trouble. He stated that the administrative budget which was forwarded to the Board of Education was in the neighborhood of $5.7 million. As a result of Board of Education action the budget was trimmed to $5 million and it was then submitted to the voters who rejected it. Under state law if a budget is rejected it is then forwarded to the Town Council who has final authority on the amount of the budget. Under law, however, if the Council's decision is unacceptable to the Board of Education, the County Superintendent is called in to mediate an agreement. If agreement does not develop from this effort an appeal is made to the Commissioner of Education. When the rejected budget was submitted to the Town Council, the Council stated that the Board would have to trim an additional $250,000 from the budget. In addition, the Council specified areas for cuts, among those areas were four teachers, all new curricular materials and $10,000 budgeted for PPBS and SPECS. Therefore, DeRousie informed DuVall that in all probability the expansion of SPECS to the Roosevelt School would not be forthcoming. He stated also that if the Board of Education appealed the Town Council's decision to the Commissioner that the probability of SPECS being included was very low. The Commissioner had stated that his action would be guided by two primary considerations: (1) That School districts, if their budgets were appealed to him, would not receive money for expansion for new programs; in other words no new programs would be approved by the Commissioner. (2) Carry over funds from previous budgets would not be allowed to exceed 1%. In the case of Tubman, this policy reflected Tubman's inability to meet required interest payments on bonds which would be unpaid throughout the year. In summary, the voter rejection, the Town Council's explicit direction to remove PPBS and SPECS and the Commissioner's policy of approving no new programs, added up to SPECS not being expanded in Tubman during the next year. DeRousie indicated that SPECS would continue in Patterson, but beyond that no other schools would be implementing the program.

DeRousie also stated that their program budget had already been constructed. The budget was advertised this year as a line-item budget, with a program budget being included as a non-public appendix. He stated that next year he planned to advertise a program budget but would keep the line-item budget as an appendix. It had been his experience that the program budget was not detailed enough to suit both the Board and the Town Council. He stated that while there was interest in knowing the budgeted dollars in specific programs, there was also interest in knowing salaries of specific personnel throughout the district. Therefore, he saw the necessity of keeping both types of budgets available for public information.

They next discussed the impact of the pilot site Education Association letter on the teachers at Patterson. Shortly after the March 2 telephone conversation, DeRousie had contacted Hooten and indicated his desire for several teachers from Patterson to attend the SPECS Conference. Hooten then spoke informally with three teachers informing them that she was going to recommend that they attend. These teachers in turn discussed their attendance with other teachers in the building. A delegation of three of the other teachers then came to see Hooten questioning her choice of teachers to attend, and questioning the use of SPECS data for determining their own tenure. Hooten apparently had been quite upset by this turn of events and had spoken at some length with DeRousie about it. DeRousie recommended that she take no specific action and stated that he would be available if necessary to meet with the teachers to reassure them that SPECS data would not be used to determine tenure for the teachers. After some discussion a meeting was set for DeRousie to meet with the teachers the week after Easter. At this point DeRousie was not sure what would occur but felt confident that he could reassure teachers that SPECS data would not be used for any purpose other than program evaluation. He went on to add, however, that in his reading of

Hooten's evaluation of teachers that the teachers who had comments on their inability to plan had received lower ratings than others. The teachers saw a direct relationship between that ability and compliance with SPECS. It appeared to DeRousie that some relationship between SPECS performance and teacher rating was a reality. He was not sure of results of this condition, but was concerned about it and said that he would make every attempt to stay on top of it.

DuVall asked DeRousie if he would be willing to discuss his perceptions of payoffs for implementing SPECS at the upcoming SPECS Conference. He indicated that he would and that he had a number of potential payoffs which he could cite. He discussed who else besides himself might attend the Conference. He was unsure at this point but thought that he, Hooten and at least two teachers from Patterson would probably attend. He stated that next week, after the meeting with the Board of Education, he would have a better idea of the resources available to attend the Conference. DeRousie stated that he would call DuVall to inform him of his intentions.

They next discussed the potential for Tubman being the site for collecting consumer information. DuVall explained the purpose of collecting consumer information, the structure of the collection, strategy, and the Development Teams' intentions for the spring of 1975. DeRousie agreed to be included and indicated a willingness to meet with whomever was responsible during the Spring Conference.

On April 7, 1975, DuVall received a telephone call from DeRousie informing him that the Board of Education had voted not to spend funds for further support of SPECS, based on the drastic financial plight which the district was in. He stated, therefore, no one (not even the two participants whom CEPM had offered to support) would be attending the

Spring Conference. The Board had said that if they couldn't support the program totally, sending two teachers to the Conference would be inappropriate. DeRousie noted that there was a slight possibility that funds would be restored in their appeal, but the likelihood was very small.

DuVall indicated that Tubman would be kept on the SPECS mailing list and that since SPECS would continue at Patterson, the Development Team would continue to maintain contact with Hooten.

DuVall phoned DeRousie after the SPECS Conference on April 25 and asked how the recent decisions would affect Tubman's participation in the Consumer Information Study in which DeRousie had earlier agreed to take part. DeRousie told DuVall that he would still be "delighted" to be a part of the study.

## SPECS Conference -- May 16-19, 1976

Nearly a year later, in May 1976, Hooten attended the final SPECS Conference in Detroit, Michigan. During her discussion of site activities, Hooten talked about Tubman's first involvement with SPECS, at Patterson School where she was principal when the school opened two years ago. She said that she had spent time meeting with teachers during the summer of 1974 to begin SPECS activities which were scheduled to formally get underway during the fall, with the opening of the new school. Hooten said that, although the orientation activities continued smoothly through the first summer, three major problems occurred. The first resulted from a letter which had been received from the pilot site Education Association. This letter, which had been sent to all SPECS sites, was very anti-SPECS, causing the Tubman teachers to be concerned about their involvement with SPECS. The second problem resulted from a budget cut in the funds allocated to implement SPECS. Hooten said that since the district had needed to cut back on their budget and the value of SPECS had not yet been proven, SPECS had been the immediate target. The third problem occurred during the selection of teachers by Hooten to participate in the second SPECS Field Test Conference in Oregon. Since some of the teachers were upset about others being chosen to attend, the issue became very controversial and, as a result no one from Tubman attended that Conference.

Hooten noted that several teachers in the school had continued to use SPECS on their own. She said however, that she in no way monitors their documentation, but she does try to support them in their work.

When asked about why teachers in Tubman did not go along with SPECS, Hooten replied that she felt the real reason was fear of accountability. She said that teachers were afraid that if their students' scores were not up to where someone else said they should be, they would lose their jobs.

If she had it to do over again, Hooten said that she would not start with a new school. Instead she would first build up trust between herself and the teachers. She also said that the first thing she would do before taking SPECS to a school for piloting, would be to go to the community for goal definition.

In conclusion, Hooten said that she was still very excited about SPECS even though there had been many problems with implementing the system in Tubman.

This chronology was developed by the staff of the SPECS Program within CASEA, the research and development unit of the Center for Educational Policy and Management (CEPM) at the University of Oregon. CEPM is supported in part by funds from the National Institute of Education (NIE). Opinions expressed in the chronology do not necessarily reflect policies or positions of either CEPM or NIE, and no official endorsement by either organization should be inferred.

# Two Crossings Public Schools

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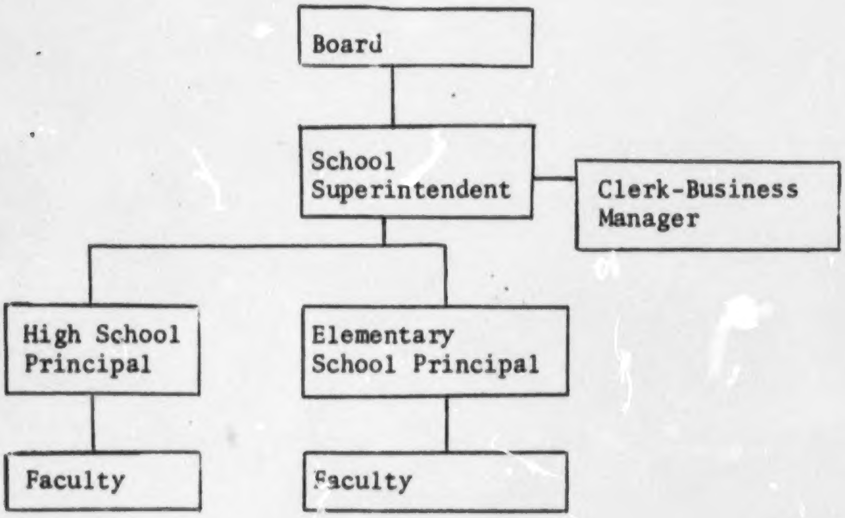
## The District

Two Crossings is a town of approximately 350 people, located about 45 miles south of a major Western town. Located in a beautiful mountain valley, the town and neighboring community depend on ranching for most of their livelihood. Two Crossings boasts of one restaurant, one tavern, one service station, one antique shop and the Post Office on its main street. A couple of motels and a State Children's Center make up the only other business activity in the area.

The Two Crossings School District, actually two school districts (elementary and secondary), is housed in two adjoining buildings on a side street. In other locations, the district buildings would appear to be one school rather than the entire district. Across the street is the gymnasium which, aside from the school, is the largest building in Two Crossings.

When the SPECS Development Team became involved with the district, the district consisted of a superintendent, a business manager, two part-time building principals, and 30-40 teachers. An informal hierarchical relationship existed among the district's staff members and, although the Superintendent made the final decisions in the district, he involved his staff in those decisions that directly affected them. Because the district was so small, the district organization chart was a fairly simple one:


Two Crossings Organization Chart
Board
School Superintendent
Clerk-Business Manager
High School Principal
Elementary School Principal
Faculty
Faculty

In the past the district derived about a fifth of its enrollment from the Children's Center; however, during 1975 the Center was phased out, leaving a large gap in the enrollment. During the 1974-75 school year the enrollment was 350 but by 1975-76 school year it had declined to 285.

Declining enrollment was only one of the problems facing the Two Crossings Board of Education. The closure of the Children's Center meant that those paid employees of the Center would also be leaving, thus decreasing the economy and the tax rolls. Furthermore, in mid 1974-75 school year, the Board desired a change in Superintendent, thus increasing the district's problems.

The Board of Education numbered five -- four men all of whom were involved in ranching, and one woman who owned and operated a local motel. One member had received a M.A. in English, another had received a degree from a well-known university and a M.A. in environmental education from another university, another had a degree from the state university and the other two had at least two years of college experience. The age of the board members ranged from about 25 to 60.

At the time that the SPECS Development Team became involved with the district, the person who is now Superintendent was the high school principal. The staff numbered approximately 40 and included two special education teachers, three vocational education teachers, a music teacher, home economics teacher and business education teacher. There seemed to be no other innovation in the district -- such as team teaching, or mainstreaming of special education students. Most of the teachers had lived most of their lives in the regional area. Few of the teachers had a graduate level degree and there was little talk about obtaining one. Most attended college or a university within the state.

## Initial Contact with SPECS

In 1973, through the encouragement of the National School Development Center (NSDC), a number of persons were trained to use the SPECS materials and to work with school districts who were interested in implementing SPECS. Most of those trained were professors of educational administration from universities throughout the country. Steve Potts, Associate Dean of the School of Education at a state university, headed the NSDC and was one of those trained in the use of SPECS.

In the summer of 1973, Potts taught a Systems Theory class at the university with two of the people who attended later playing a significant role in the development of SPECS within the Two Crossings District. One was David Mason, Superintendent of Two Crossings,and the other was Keith Ingallo, Curriculum Director in another major district within the state which was currently implementing SPECS. Although the class explored various planning and evaluation systems, the major portion of class time was devoted to studying SPECS and other planning and evaluation systems.

Getting Started -- June 1974

On June 13, 1974, John Nagle, SPECS Program Director, received a call from Steve Potts. Potts said that he had met with the teachers and Mason regarding the possibility of implementing SPECS and that there was much enthusiasm for such a plan. Furthermore, Potts said the group had voted unanimously to seek further assistance in implementing SPECS. Potts asked the Development Team members to come to Two Crossings to talk with the Board, since Board approval would be needed before any money could be allocated for SPECS. Nagle agreed to provide assistance and asked two other Development Team members to accompany him. The following is an excerpt from the report filed following the June 18 meeting.

Development Team members, Barbara Cole, Lloyd DuVall and Jack Nagle met with Superintendent Mason and six administrators and teachers from both elementary and secondary schools to discuss the possibility of implementing SPECS in Two Crossings. The two-hour meeting was followed by another half-hour meeting with Mason and the Principal, Larry Olson.

Based on information from Potts prior to the meeting, the Development Team expected that the larger group meeting would be the Planning Committee for Two Crossings, charged with responsibility for taking "next steps", i.e., developing a Master Plan for implementation of one or more components of SPECS. After an initial discussion, during which time the Development Team, Mason and the staff members shared their perceptions on the current status of SPECS in Two Crossings, several discoveries were made:

1. The group was uncertain about why they had been called together;
2. The group was definitely not a designated Planning Committee;
3. The vote which was reported by Potts as a strong "go" decision for SPECS was in fact only an expression of interest in knowing more about SPECS; and
4. The group did not understand SPECS.

The next half hour was devoted to a description of the five components of SPECS. The presentation was very basic and at no time was each component presented in detail.

Since the general reactions to the discussion of SPECS seemed positive, the Development Team proceeded with a discussion of the three phases of SPECS-related activities: exploratory, preparatory, and implementation. They reviewed Mason's initial contact with SPECS and the role Potts played in dealing with interested school districts. The team described their own interests in a field test and the implications of the school district's becoming a field test site. They also described possible next steps for Two Crossings:

(1) The creation of a Planning Committee comprised of a small number of key staff members in the district;

(2) A detailed Master Plan for implementing one or all of the components; and

(3) Introduction to other district staff members of SPECS materials and procedures.

The Development Team suggested that the Planning Committee spend a day or day and a half in an in-depth training workshop and then spend the equivalent of another eight or nine days developing a Master Plan. They strongly suggested that the Committee spread its work over several weeks rather than try to complete it in a single two-week period, and then concluded the meeting with a discussion of these three questions:

1. After what you've heard about SPECS, do you think the district should take next steps, establish a Planning Committee, develop a Master Plan, orient additional staff, and eventually make a decision on implementation?

2. If so, would you be willing to serve on a Planning Committee?

3. And, if yes to the prior two questions, would you be willing to have us convey your reactions to the Board tonight when we meet with them?

Little discussion of the three questions was necessary. By nods of heads, a few brief comments made, and the total lack of negative response to the three questions, it was concluded that the group supported the district's taking next steps.

Following the meeting, Mason showed the Development Team a chart developed during the past spring using the Phi Delta Kappa goal priority process. The chart displayed for each of Phi Delta Kappa's 18 goals, the priorities of the three groups and the best guesses of those groups as to how well those goals were currently being met. Mason stated, "We did this and it seems to be a good process, but we don't know what to do with it now." Apparently the State Department of Education had been encouraging the state's districts to engage in some kind of goal definition effort; however, they had provided no assistance to districts.

Planning and Workshops -- Summer 1974

In a June 20, 1974, letter to Mason, Development Team member DuVall summarized the recommended next steps that Two Crossings discussed during the June 13 session. In addition, he reemphasized that it "would be helpful to have a statement from Mason indicating that the points listed were being addressed in some way." Such a letter would enable the Development Team to legitimately continue to expend their resources in Two Crossings.

On July 1, Mason responded to this letter, bringing DuVall up-to-date on Two Crossings activity. He explained that the June 24 Board meeting had not involved the entire Board of Trustees; consequently, action regarding SPECS was postponed until July 8. He went on to say that he had been in contact with Potts and Chris Hamilton, Acting Director of the Bureau of Field Services at the university, concerning a contract to train the Planning Committee. There was tentative agreement to begin the training after mid-August.

On July 19, 1974, Potts told Nagle that the Board had accepted the initial proposal for a planning effort and that a two-day in-depth workshop for the Planning Committee would be conducted in late August.

On July 23, 1974, in a telephone conversation with Nagle, Potts indicated that he would like assistance, at the upcoming workshop. Potts planned to spend the first day in an in-depth session on the five components, and to begin work on the Master Plan on the last day. He stated that, although the Planning Committee had been formed, he was not aware of its composition. Nagle suggested that Development Team member, Hal Walker, attend the workshop, particularly contributing to the Component Three and Component Five discussions, and also assisting with the Master Plan. Also, he asked that they pay particular attention to the site selection criteria which the Development Team recently had written.

From July 30 through August 2, 1974, the first orientation workshop was held for Two Crossings faculty and administrators. The list of participants included the Superintendent, the high school and elementary principals, five secondary and elementary teachers, and the Superintendent of a small district in another section of the state who was also interested in implementing SPECS. Potts and Walker led the workshop, following an agenda which had been prepared by the Planning Committee. Most of the second day was devoted to the presentation of Component Three with Walker presenting the rationale behind SPECS and the writing of performance objectives. Since only one participant indicated having had prior experience in writing performance objectives, a lengthy explanation of performance objectives was necessary; therefore, less time was available for discussing detailed planning, summary planning and the use of a new format for planning and summarizing. The group expressed a preference for detailed planning and for the strategy which had been used in the SPECS pilot site to implement Component Four. In addition, they desired that all district instructional staff be involved rather than only a sub-group of the staff.

At the beginning of the third day of the workshop, Potts presented an overview of the previous workshop discussions, stressing the importance of developing a Master Plan for the district.

After describing the group's role in drawing up the Master Plan, Potts divided the group into two subgroups:

Group 1: Included David Mason, the two building principals and Potts. This group would be responsible for drawing up a tentative schedule of implementation tasks, indicators, personnel responsible, and relevant data for implementing Components One and Two of SPECS.

Group 2: Included the five teachers and Walker. This group would be responsible for the same tasks as Group 1, except related to Components Three, Four and Five.

The subgroups were given one hour to develop their plans before presenting their conclusions to each other. The groups broke, then reconvened to devote two more hours to discussing the plans and to decide the next steps to be undertaken. At the conclusion of the workshop, the Planning Committee decided that a one-day workshop would be held for all district personnel sometime between September 9-14, and that two half-day in-service programs would be conducted for all instructional staff on October 8 and October 23.

During the workshop, Walker noted two major concerns that could affect the district's implementation. One was the 20-25% teacher turnover rate. The Planning Committee was aware of this and proposed that an annual in-service session orient new teachers to SPECS program planning methods. Secondly, the district was under pressure from the State Department of Education to develop a system of teacher evaluation. Walker later noted in a report of this session that SPECS may have been seen as a vehicle for achieving these ends.

Walker was also told that the district had already budgeted for up to eight half-days of in-service time for 1974-75, planning to use most of this time for SPECS.

At the time of the workshop, it appeared that the Superintendent would assume responsibility for the entire project while the high school principal and two teachers would coordinate the high school activities. At the elementary level, a principal and one teacher would be responsible for coordinating all SPECS activities. Role descriptions for all coordinators would be drawn up and distributed to all personnel. Also, the Superintendent would select those teachers who would assist in the coordination from those who had participated in the Planning Committee.

Walker noted that the district had little experience with innovative activities. He also noted that teacher militancy seemed to be low and that several workshop participants remarked on the lack of community interest in education. Those same participants suggested strengthening the relations between school and community.

## Master Plan Developed

The Master Plan would be presented to the entire faculty for approval at the September workshop. A summary of the Two Crossings Master Plan follows:

I. Component One
   a. An organization chart for the district, to be drawn up by the superintendent and two of the principals by September 3.
   b. A flowchart of on-going activities at least to level 7;
      Level 5 to be completed by September 20, 1974; (Administrators)
      Level 6 to be completed by June 4, 1975
      (Administrators and Teachers)
      Level 7 to be completed by June 4, 1976
   c. Program descriptions for those programs selected for implementation by all teachers to be completed by March 1, 1975.

II. Component Two:

The district would use the Burrough's computer program which had already been purchased. Cost accounts for the elementary schools would be by grade and for the secondary schools would be by course during 1974-75, while during 1975-76, cost accounts for the elementary schools would be by content area. In 1976-77 a decision would be made to either stay with the Burrough's Program or to use some alternative procedure.

III. Component Three:

Summarizing and reporting procedures would commence at the end of the second year and by the end of the third year, each teacher in the district would have planned, implemented, evaluated, and replanned at least two courses. A strong recommendation would also be made that arithmetic and reading be implemented by all teachers in the elementary schools by the end of the third year.

IV. Component Four:

Two Crossings had previously used the Phi Delta Kappa approach to goal prioritization; however, few participants had been satisfied with the process or product.

It was proposed that a sample of the community would be called together to "unpack" each of the 18 Phi Delta Kappa broad goal areas. Procedures for accomplishing this task were not developed.

V. Component Five:

Matches/Gaps would be identified. Procedures for accomplishing this task were not developed.

Following the August 9, 1974, Planning Committee meeting, the Development Team received a second draft of the Two Crossings Master Plan. On August 30, 1974, Mason and Potts received a detailed response from the Development Team which included suggestions for adding long-range goals, calendar dates at least for the first year of implementation, and an estimated budget for the first year. They also suggested specific points which needed clarification and suggested next steps to be taken.

In a phone conversation with Walker on September 10, 1974, Potts noted that Keith Ingallo, the Curriculum Director from another district which had begun SPECS implementation, would soon be visiting Two Crossings to aid the Superintendent in refining the Master Plan. He said that Ingallo had also agreed to attend the second orientation session which had been planned for the entire staff.

On September 17, Development Team member Barbara Cole talked with Superintendent Mason who indicated that the Master Plan had been rewritten by the Planning Committee and that he had no particular concerns about its contents. He said that in preparing for the September 24 Board meeting, he saw a need for the Board to have knowledge of SPECS prior to the meeting; therefore, the Board would be included in a workshop to be held on September 21.

## Orientation Workshop -- September 21, 1974

The workshop was held as scheduled on September 21 and in a conversation with the Development Team two days later, Superintendent Mason described the workshop as "superb". He said that the Board was enthusiastic and planned to approve the Master Plan at their next meeting on the 24th. However, he listed several factors which might prevent them from doing so: (1) time, (2) the necessity of re-drafting the organizational chart, and (3) insufficient understanding of Components Four and Five. Also, he said that a secret ballot vote which had been taken at the end of the workshop disclosed that 24 of the 26 participants were interested in continuing with SPECS. However, there was no indication as to what aspect they wished to continue or in what manner they planned to do so. Again, Two Crossings was offered the assistance of the Development Team since a member of the Team was planning to be in the area during the next week, but the offer was declined.

After her conversation with Mason, Cole talked with Ingallo on September 23. Ingallo confirmed the 24-2 vote, but elaborated on concerns expressed by the teachers. According to Ingallo the teachers felt that they were already doing the planning that SPECS required and therefore, they did not wish to take further time away from the instructional period for planning. Ingallo noted, however, that in spite of this objection, there had been few problems with the workshop. Questions about funding for SPECS had arisen and Mason had explained the budget for SPECS to the participants.

### Contract with the University

On September 24, 1974, Mason contracted with the Director of the Bureau of Educational Services at the university for work to be done between August 15, 1974 and September 20, 1974, in the amount of $500. The contract called for providing for four person days of consultant service with the district's SPECS' Planning and Implementation Committee.

## Board Support -- October 1, 1974

On October 1, 1974, the Two Crossings Board of Trustees passed a resolution to support the SPECS program with a budget of $2,500 for the first year of implementation. In addition, they agreed to notify the Development Team of their interest in becoming a field-test site.

## Concerns Expressed -- October, 1974

On October 4, several Planning Committee members found themselves together, and had spontaneously begun to discuss some of their concerns. One concern was moving up the date of the workshop to October from January, and the second was, once again, a problem of time -- would the Board provide substitute teachers or extra-duty pay for the time spent in working on Component Three. At the September 24 Orientation Workshop, the teachers had agreed to accept $20.00 a day substitute teacher rate, which was somewhat lower than their regular daily rate. The administrators received no additional compensation. Furthermore, the teachers mentioned that they were unsure that Component Two was being fully accepted in the district.

On October 7, 1974, Cole met with Mason to discuss the current status of SPECS in Two Crossings. She was given a copy of their most recent Master Plan and asked to discuss it with other members of the Development Team. Mason said that the plan now contained much more detail as a result of Ingallo's work with the Two Crossings teachers. Cole later learned that two elementary teachers were primarily responsible for the work that had gone into the Component Three Master Plan effort. (Those two teacher later attended the SPECS Fall Conference.) Mason stated that he hoped to obtain Title III money to hire a SPECS Coordinator, thus relieving himself from those duties. (Mason and Ingallo had written a similar proposal to obtain Title III funds earlier; however, the proposal was not funded.)

Mason said that he had seen an improvement in communication with the teachers, a comment which was echoed by several teachers. He indicated that as he saw it, SPECS had provided a communication vehicle between the Board and the teachers and that the Board was much more willing to talk with teachers than they had been prior to SPECS. Mason pointed out that teachers had been concerned that money for SPECS would come from regular programs; specifically, money for materials and supplies. He stated that if there was any problem with implementing SPECS in Two Crossings, it would be due to budgeting difficulties since Two Crossings was undergoing a severe economic crisis, even more drastic than that in other parts of the state and country.

Cole next met with several of the Planning Committee members, including Pat Colemen, the home economics teacher; Larry Olson, the high school principal; Dick Sherar, the elementary principal; and Allen Rhodaback, the vocational agriculture teacher and football coach. The group noted that, of major concern to teachers, was the amount of time available for completing the required work in Component Three. They repeatedly mentioned this problem of time, stating that the issue had not yet been resolved. They said the teachers were also concerned that SPECS would attempt to reorganize their procedures and that they might lose the freedom to decide what should be taught in their classrooms. The elementary teachers, according to Sherar wanted to use SPECS in both reading and math, but particularly in math because the "continuity" of the math program was not as complete as they desired. The teachers had asked Potts to schedule a Component Three workshop for October 24, 1974 (such a workshop was planned for January 17, 1975, according to the Master Plan).

Olson said that he had three real concerns, which Sherar agreed with. One of his concerns was what would happen to SPECS when teachers left. He mentioned that at the high school level, there was an incredibly high turn over every couple of years, and therefore, the teachers who were trained in SPECS might be gone in one or two years. His second concern was how to get the high school teachers moving, given the communication problems and noting that this would not be an easy task. The third concern which he expressed was how released time would be provided for teachers. Again, these were generally the same problems which had been expressed by the Planning Committee members and by Mason.

## SPECS Fall Conference -- October, 1974

There was limited contact between the district and the Development Team during the remaining days in October. The reasons for this lack of contact stemmed mainly from the district's continued planning for implementation and the Development Team's planning for the first SPECS field test Site Conference to be held at the end of the month. Initially, Superintendent Mason reported that only he and the vocational educational teacher would be attending the Conference; however, a first-year elementary teacher who was enthusiastic about SPECS was later included. Even later, a change was made to accomodate another more experienced, and enthusiastic elementary teacher.

Since Two Crossings had already worked with community goal definition prior to involvement with SPECS, the Development Team was interested in displaying that work at the Fall Conference. The Superintendent gave permission to display both their Master Plan and Phi Delta Kappa community goal definition chart. During the Conference, the Two Crossings participants joined freely and actively in the discussions, particularly those related to Component Three. It appeared to be only a matter of time until SPECS would solidify in Two Crossings.

## Superintendent Resigns -- November, 1974

On November 21, the Development Team learned that the Board had asked for Mason's resignation immediately. No reason was given publicly for the request. Mason complied with the Board's request and left the district at the end of the calendar year. High school principal, Larry Olson, was appointed Acting Superintendent for the remainder of the school year.

## Component Three Workshop -- January 17, 1975

On January 17, 1975, a workshop was held to assist members of the Two Crossings staff in planning a 2-3 week unit of instruction in an area of their choice. Each teacher had been asked to implement such a unit in January or February in preparation for a full-scale implementation of Component Three to begin the next fall. The district's Planning Committee had submitted a tentative agenda to Potts prior to the workshop, which Potts and Walker agreed to follow.

Twenty-six of the thirty staff members attended the workshop. Two school administrators and three teachers from the nearby SPECS site were invited to attend in order that they might share their SPECS experiences. The workshop opened with a review of SPECS Planning Model and with a brief description of the day's agenda. Also included was a session in which teachers were asked to write program objectives and accompanying achievement indicators for one instructional unit which they would be presenting during the next week. The task was completed with varying degrees of success by most of the 26 participants.

For various reasons, four secondary teachers made little progress with the tasks. In the afternoon, those four secondary teachers who had declined to actively participate in the morning activities raised questions of Walker and Potts. The two consultants grouped the teachers' concerns into several categories:

1. The political climate in the district brought about, in part, by lack of communication between the schools and the community was not conducive to implementing a major change in the district;

2. The lack of materials/resources in some content areas, e.g., special education, precluded attention to new ideas;

3. The financial state of the district was such that no real support for teachers would be provided by the Board and (by inference) no extra planning time could be expected; and

4. Teaching to objectives, because these are written behaviorally focuses on the trivial aspects of learning.

It appeared that the Planning Committee had no authority to set deadlines for a given activity nor to demand compliance with its plans. Although there seemed to be some highly competent and SPECS-positive persons in the Planning Committee, they seemed reluctant to make forceful suggestions to their colleagues. The result was that any demands made of the teachers were only tentative and not very substantial.

## Checking the Temperature -- Spring, 1975

On March 5, 6, and 7, 1975, DuVall and Cole met with the Two Crossings administration, faculty and Board members in an attempt to understand fully the status of SPECS in Two Crossings. During those three days, they conducted interviews with 23 persons who had experience with SPECS. When DuVall and Cole returned to CEPM, they summarized the data, and prepared a report, including their recommendations and conclusions. This report was forwarded to the Acting Superintendent on April 14 (see Appendix A). The Development Team prepared the report in hopes that it would serve as a thorough status check of SPECS in Two Crossings. In addition, they believed it could provide those involved with SPECS information on which to base decisions regarding next steps in Two Crossings. Later Consultant Steve Potts also requested a copy of the report. Upon Potts request, the Development Team made a phone call to Superintendent Olson to gain his permission to release the report to Potts and also to inquire about his reaction to it. Olson's response to Potts' request was positive. He had little comment regarding the report's content, but said that he thought it was "pretty truthful", although he had "been surprised by a couple of comments", which he was unable to recall at that time.

## More Problems -- Summer, 1975

In a conversation with Olson in early June, he said that he had given the report to the Board earlier in the week and they had taken it home to read. He indicated that since the data had been gathered, several personnel changes had been made. A new high school principal, Tom Johnson, formerly with the Children's Center, had been hired, and several replacements for teachers had been hired. Olson assured Cole that he hoped to get SPECS going the following year when he believe things would be more stable and he would be more familiar with his job.

During a later status check on July 20, Superintendent Olson indicated that little activity was occurring in the district since he was the only 12-month employee in the district. He expressed concern about continued funding of SPECS and that two Development Team members had announced their intention to leave the SPECS Program in late summer. According to Olson, the district's task force saw Nagle and Walker as the "heart of SPECS" -- Nagle being the implementation expert, and Walker, the Component Three expert. Therefore, the announcement of their resignations had negatively affected the attitudes of the task force members. Olson reaffirmed that the Board had no comment on the report that had been presented to them in early June.

## End of Activity -- Summer and Fall, 1975

From July through mid-September, no contact was made with the Two Crossings School District on the part of the Development Team. When Cole met with Olson briefly on September 18, he said that school had started well, but that little SPECS work had been done. He went on to say that he now thought that Component One might be useful to Two Crossings; however, the district would continue to use its present accounting system rather than Component Two of SPECS. Furthermore, he said he thought Component Three might be useful in larger school districts, but not one as small as Two Crossings; therefore, he did not anticipate much SPECS activity in the future.

In the following months, there was no direct contact between the Development Team and the district. Potts maintained only indirect involvement through the work of Keith Ingallo, now on the faculty of the state university. During the fall, thirteen members of the Two Crossings staff enrolled in an extension course taught by Ingallo at the university. The course encompassed the use of SPECS as an instructional planning and evaluation system.

## Follow-up -- Summer, 1976

Olson indicated in a letter during the 1976 summer that the high school English Department had moved toward a performance objective approach during the past year, although he made no mention of the term "SPECS".

# APPENDIX A*

**MEMORANDUM**

To: Larry Olson

From: Barbara Cole and Lloyd DuVall

Date: April 14, 1975

Re: Status of SPECS in Two Crossings

On March 5, 6, and 7, 1975, we spent time in the Two Crossings Public Schools talking with Board members, administrators, and teachers about the status of SPECS in the district. During this two and one-half days, we talked with 23 people. Sixteen individuals were interviewed in the presence of other staff members and four were interviewed alone by either Cole or DuVall. The other three individuals were met only briefly (2-3 minutes; thus not reflecting an entire interview) or were interviewed only during a task force meeting. Sixteen of those interviewed were teachers (four elementary and twelve high school), two were administrators, and five were Board members.

All data were collected in personal interviews. For the most part, the meetings took place informally as teachers entered the teachers' lounge on coffee breaks, to check their mail, to use the duplicating machines, or simply to talk with other teachers. We introduced ourselves, explained our reasons for being in Two Crossings, and asked teachers if they would be willing to answer some questions. No teacher refused, except for reasons of insufficient time. In those cases, an interview was arranged for a later date. Three of the Board members were interviewed at their homes or at the house of a fellow Board member. The other two Board members were interviewed in the high school office. Superintendent Olson was interviewed at a dinner meeting and Dick Sherar was interviewed during the task force meeting.

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*The original memorandum has been edited for easier reading without changing the content.

Notes were taken during the interviews, which were subsequently transcribed into a record of the interview. Major categories of responses were then determined from these records.

Those major response categories were defined as:

1. Board of Education Actions
2. Administrative Actions
3. Teacher experience with SPECS
4. In-service training for SPECS
5. The SPECS Master Plan

For each of these categories, relevant conclusions were assembled and recommendations made concerning specific actions to be considered. Our conclusions, and recommendations follow.

## I. Board of Education Actions

### A. Conclusions

1. The Board of Education is supportive of SPECS. Universally, Board members believe that SPECS is a tool which can help all persons in the district do a better job for students. Indeed, the Board looks at SPECS as a way for it to receive

more complete information about the total operation of the district. We saw no evidence of any member who was not completely supportive or who was hesitant to commit resources to assist teachers in their effort.

2. The Board of Education believes that the teachers are aware of its support. On several occasions Board members reported that communications between the Board and teachers indicated that the Board did support SPECS and did support teachers in their efforts in implementation.
3. The Board's refusal to grant additional planning time for SPECS is seen as a rebuff to teachers in their SPECS efforts. The teachers feel that because of this action, the Board is not supportive of them in their SPECS activities. The teachers generally see the Board's action as evidence that SPECS does not enjoy the Board's support and that expenditure of resources to support SPECS will not be forthcoming.

B. Recommendations

1. The Board should take formal steps to inform the professional staff of its support for SPECS. A formal Board motion should be adopted or a directive issued to the administration to inform the professional staff of its support for SPECS. This action should be taken in the immediate future to inform staff members that the Board of Education has not changed its policies nor its attitudes toward SPECS implementation.

2. Taking formal action, the Board should instruct the administration to plan steps for implementing SPECS at the beginning of the fall term. Some specific suggestions are outlined later in this report.

II. Administrative Action

A. Conclusions

1. Due to the change in the superintendency, strong administrative leadership in the SPECS implementation effort has not been possible. This has resulted in a delay in taking the actions outlined in the district's Master Plan. While this delay is understandable, this does not reflect administrative intent to ignore SPECS nor to cease efforts in providing implementation leadership. Teachers generally would welcome direction-setting by administrators in their SPECS efforts. A number of teachers reported that they had not done more in SPECS because administrators had not been strongly supportive of SPECS implementation. This, again, may have been due to demands on administrative time which prohibited concentrated attention to SPECS. However, if SPECS is to be implemented in the district, positive administrative leadership will be required.

2. The budgeting process is well on its way. Due to a number of conditions which delayed full use of the Burrough's machine in the budgeting process, the transfer to a program format has been delayed. However, it appears that this

condition will be rectified during the remainder of this school year.

B. Recommendations

1. That the Superintendent and building principals inform teachers of their support for SPECS and of their intent to support the work of the Task Force in implementing SPECS in the fall.
2. That the administration re-examine the Master Plan, bringing it in line with current conditions in the district and making it reflect administrative intent for SPECS implementation in the fall of 1975.
3. That teachers who are currently using SPECS Component Three materials, be provided the necessary materials and support throughout the remainder of the school year. This support will demonstrate that the administration does intend to follow through with SPECS and it will, as a result, build a base of experience upon which next year's work can proceed.

III. Teacher Experience with SPECS

A. Conclusions

1. Several teachers see SPECS as being ideal for another teacher's program, but see little value in it for their own program.
2. Most teachers see little reason or need to coordinate their program or activities (planning, teaching, evaluating) with those of other teachers. For example, several

teachers indicated that because Two Crossings is so small, they are the only teacher in a given subject area. This gives them little reason to be interested in what another teacher might be teaching. Few of the teachers expressed a need for knowing what was taught at the level below or above their own, and few teachers see a need for relating their own subject areas with those of other teachers.

3. Most teachers saw little need for showing parents what or how students were doing. Several teachers commented that there was apathy among Two Crossings parents, saying that in their months or years of teaching they had less than a half-dozen parents inquire about their child's progress.
4. Although many teachers believe SPECS to be inflexible, it is difficult to ascertain upon what they have based their opinions. Teachers who have written general objectives for each student and have evaluated each student's performance do not see this as being related to SPECS.
5. Teachers gave early support to SPECS because they thought it was a communication system. Specifically they thought that such a system would make it easier to talk with the Superintendent, particularly about budgetary matters. Apparently, Superintendent Mason had indicated that SPECS would make it possible for him to know the amounts remaining in particular program budgets, thereby, making it easier for him to communicate with teachers on this subject. Since

teachers were interested in improving communication, they agreed to learn more about SPECS. Thus far, teachers have seen no changes in communication as a result of SPECS.

6. Most teachers do not see benefits accruing to either them or their students as a result of SPECS. Many of the teachers who presented this point of view had completed only their flowcharting activity but had not implemented their mini-course. One teacher who had taught a mini-course indicated that her results would probably have been the same with or without SPECS. Another teacher who had implemented the mini-course, stated that although she was concerned that post-test results were lower than pre-test results, she felt her delivery was improved due to the additional planning. A third teacher commented that any advantage to students was a direct result of the teacher; however, this teacher did not see SPECS as making a positive difference in teaching.
7. Some teachers who have implemented mini-courses and completed records of student performance on pre- and post-tests are enthusiastic about SPECS and the benefits derived to both teachers and students. Also, those teachers who have planned and implemented the mini-course see more benefits than those teachers who have not. This may be due to the fact that teachers who saw little potential value in doing SPECS work probably did not complete it. Thus, those teachers who saw SPECS as having the potential

for improving their own instruction and student performance, did in fact follow through and their expectations were met.

8. Most teachers' perceptions of SPECS were derived primarily from the January 17, 1975, orientation workshop rather than from any actual use of SPECS. Although all teachers had been asked to design a mini-course using the SPECS model, only a few of the elementary teachers and one secondary teacher had implemented their mini-courses. Those teachers who had flowcharted their courses expressed positive responses toward the activity and its results.

B. Recommendations

1. Teachers who have designed mini-courses should implement them as soon as possible. This will provide a basis for beginning next year's work in Component Three of SPECS. Inasmuch as teachers who have implemented their mini-courses tend to see some benefits accruing from it, opinions about the flexibility of SPECS can more accurately be based on experience, than on theory.
2. Teachers should adapt SPECS approaches and materials to fit their own course requirements. Some teachers perceive SPECS as inflexible because they believe the materials require them to fill in each "box" regardless of the relevance of the data to their own instructional programs. By adapting the materials and the approach they will be able to collect student outcome data in a format which best suits their needs.

3. District personnel who have implemented their mini-courses can provide a resource upon which all teachers can draw. It is recommended that the experienced members be made available to assist those teachers who are having difficulty implementing their mini-courses.
4. One teacher mentioned that the use of SPECS materials did provide a motivating force for students. It is recommended that teachers who are using SPECS materials, particularly in the high school, use them not only to keep records of student performance, but also to make students aware of the teachers' expectations, thereby providing a learning "target" to guide student activities.

## IV. Inservice Activities

### A. Conclusions

1. Teacher perceptions are divided on the effectiveness of the January 17th workshop. Whereas some teachers think the workshop provided a good basis for beginning SPECS activities, others think the workshop was ineffective in preparing them to design and implement their mini-courses. These teachers feel that the workshop format was skewed too much toward lecture and too little attention was paid to the development of skill in using SPECS materials. Furthermore, they see the workshop consultants as uncoordinated in their efforts and unclear about definitions and expectations.

2. Most teachers feel that they need help in writing objectives and in using the materials to fit their needs. Despite the fact that all of the teachers have been through a number of hours of workshops, most still feel unprepared to do the planning which SPECS requires.
3. Most teachers see the workshops as being effective in demonstrating the communications potential for SPECS. However, the degree to which the workshops aided them in developing planning skills is questionable.

B. Recommendations

1. Teachers using SPECS in the fall of 1975 should be provided with inservice prior to the start of the school year. This inservice should concentrate on developing skill in objectives, in using SPECS materials, and in organizing classroom activities around instructional objectives. It is important that before teachers begin the fall term that confidence and skill be developed so that the potential for success in using SPECS is reinforced.
2. The fall inservice should rely heavily on teachers who have used SPECS in their own classrooms and who can communicate their approaches to others. It is suggested that teachers and/or administrators from Mott be used, and that CEPM or university personnel be used only as back-up consultants. Credibility for the use of SPECS will be greatly enhanced if the major portions of the workshops can be conducted by other teachers and administrators experienced in SPECS.

3. Inservice sessions for district administrators be conducted prior to the start of school of 1975 to equip them to satisfactorily lead teachers in the SPECS implementation efforts. It is important that administrators not only be supportive of SPECS but also be competent in dealing with some of the questions which teacher use will raise. Such inservice should, as above, rely heavily on experience of other administrators who have used SPECS in their own schools. Special attention should be given to monitoring SPECS implementation in classrooms, use of SPECS related data, and types of support which teachers would likely need.

## V. Master Plan

### A. Conclusions

1. The Master Plan approved by the Board of Education is now out of date. Due to the time press existing on administrators, activities outlined in the Master Plan have not been conducted and time lines have not been met. This is an understandable condition given the press of activities on the reduced number of administrators in the district. The result, however, is that the Master Plan is currently badly out of date.

### B. Recommendations

1. That the Master Plan be reviewed to determine those activities and time which are still relevant. These then should be included in a new Master Plan statement.

2. The administration and the Task Force should meet to determine a new set of activities and time lines for continuing efforts in SPECS in the district. After this document has been prepared it should be forwarded to the Board of Education for the Board's consideration and adoption.
3. As a part of the new Master Plan, a decision should be made concerning which teachers will be involved in implementing Component Three. That is, should all teachers be expected to use SPECS, should only teachers who volunteer use SPECS, should a given area within the school district such as the elementary or the high school use SPECS, or some other combination. Specific attention should be given to this issue to erase all doubt of administrative and board intent concerning teacher use of SPECS.

This chronology was developed by the staff of the SPECS Program within CASEA, the research and development unit of the Center for Educational Policy and Management (CEPM) at the University of Oregon. CEPM is supported in part by funds from the National Institute of Education (NIE). Opinions expressed in the chronology do not necessarily reflect policies or positions of either CEPM or NIE, and no official endorsement by either organization should be inferred.

# Urban County Community College

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Urban County Community College (UC3) opened its doors to students in the fall of 1969. The only financial support available was a special million-dollar grant from the state, a three hundred thousand dollar grant from the city and anticipated student tuition payments. The new college had no physical facilities of its own; therefore, classes were established in existing facilities throughout the county. Two thousand students were expected; however, eight thousand registered and by the summer of 1973, over 13,000 students were enrolled. The majority of the students are black, have an average age of twenty-seven and include many women.

In recognition of the success of the college throughout its first years of operation, the state legislature and governor mandated a one-quarter mill tax allocation from the county in 1971. The state provided further assistance in 1973 by enacting legislation designed to place the college on an equal funding basis with other public community colleges in the state and gave the college the authority to purchase real property.

The college is an open-admission, two-year institution of higher education which provides career programs of one and two years that yield certificates, and two-year associate degree programs that provide either transfer access to senior colleges or terminal career preparation. The instructional program is offered in twenty-three physical facilities located throughout the county.

The college states its objective as being to realize the potential and to maximize the skills and intellectual attainment of every student who enrolls. The leaders of the college believe that to meet that objective, some "innovative" activities must occur and have named seven activities the college should participate in:

1. experiment with new educational and programmatic ideas;

2. develop new assessment procedures for gauging student ability and progress;

3. offer Black and other ethnic studies for its substantial non-white population, as well as for the enlightenment of its white students:

4. make effective the decentralization of its facilities in the community;

5. increase individualization of instruction through the use of application of new curriculum methods, new technologies, "school without walls" philosophy, etc.

6. create new occupational roles and the concomitant training for them;

7. assist in encouraging community and student involvement in program development, institutional governance and decision-making, and in the evaluation of the College's progress toward attainment of its stated goals.

The major divisions of the College are as follows:

1. Instructional Program
2. Administration of Facilities
3. Student Services
4. Community Affairs and Information Services
5. Labor Relations
6. Finance

Most of the "innovation related activities" have affected every area of the college; however, the Instructional Program Division and the Finance Division, were involved initially, therefore, only the objectives for those departments are provided here. They are as follows:

Academic Affairs Division--The AAD will provide low-cost, high-quality, easily-accessible college credit learning opportunities for all its students, and will emphasize the development of marketable skills.

Finance Division--The FD will assist in the overall development of a planned program budget system that is flexible to meet interim and yearly program requirements. The program budget system will maintain sound and responsible fiscal management policies and procedures.

## Initial Interest in SPECS -- April, 1974

In April 1974, Urban County Community College officials expressed an interest in implementing a program planning, budgeting system in the college. David Nygard, Director of the local Bureau of Field Services and Associate Professor of Educational Administration at the State University (a service agency designed to assist school districts and community colleges), was contacted and asked to present a course dealing with PPBS to the Urban County Community College personnel. In the course, he discussed SPECS. Interest was shown in SPECS and meetings were subsequently held with Lloyd DuVall, then Director of General Learning Corporation's Field Services Department and later a SPECS Development Team member ; Jim Thomson and John Keen of Research Laboratories ; Nygard; and other interested Urban County Community College leaders. Those meetings resulted in a coordinated proposal for implementing a total program planning budgeting system in the college.

The proposal was based upon four assumptions: 1) a total, massive installation is unwise and probably impossible; 2) a teamed, coordinated effort between planning and implementation efforts in two primary areas of concern would be necessary; those two areas were financial management and the instructional curriculum; 3) continued involvement with SPECS developers, located at the Center for Educational Policy and Management would be desirable; and 4) Urban County Community College's involvement for operational output could not be stopped during the course of implementation, therefore, every effort would be made to ensure that operational disruption would be minimal.

The college later decided not to implement the broad-based implementation plan and refused the proposal; however, they did wish to continue some effort toward the direction originally planned. DuVall conducted a three-day inservice workshop for key administrators to help them become aware of the potential of PPBS and one way to approach a PPBS implementation. He focused on a way which they could adapt SPECS-like processes to their own uses.

At the conclusion of the workshop, Mushala Ali, Vice President for Financial Affairs asked DuVall to meet with him to discuss next steps. Three other Vice Presidents and the President were also present. Ali indicated that he was interested in SPECS and in becoming a field test site if possible. He indicated that the School of Nursing had been identified as the place to implement Component Three and that the Budgeting Department was also under orders to develop program budgeting, thus making it a matter of time before SPECS would be implemented in fact, if not in name. DuVall attempted to point out the value of moving on a very rational and very systematic base, not moving too fast or too far until they knew exactly where they were going. Without attempting to squelch his enthusiasm, he attempted to slow Ali and encourage him to reconsider and identify other people who should be brought into the decision-making process.

Melvin Carnese was charged with the responsibility of implementing PPBS, MIS and MBO program for the College. Plans were made for Carnese to write a letter to DuVall indicating the College's interest in joining the SPECS development effort and in turn, DuVall would provide him with copies of the "Guidelines for Master Plan Development."

During that same meeting, plans were made to conduct approximately three additional orientation sessions for key personnel within the next four months.

## Concerns of the Development Team

Following DuVall's report to the Development Team, they discussed the meaning and implication on the field test, if Urban County Community College should become a formalized field test site. Specifically, they were concerned that the institution was a community college and not a K-12 school district. Also, they were concerned that there was not a regional consultant available to work with the College.

## Planning with Urban County Community College Consultants - August 22, 1974

Development Team member Barbara Cole and DuVall met with Ali and Carnese to determine the status of SPECS planning at Urban County Community College. DuVall discussed with Carnese the field test's site selection criteria and Carnese indicated that he saw little difficulty in fulfilling those obligations.

A College reorganization plan, primarily authored by Ali, was about to go into effect which would eliminate more than half of the department chairperson positions in the College. Carnese indicated that faculty morale was very low and that faculty trust of the administration was practically non-existent.

When Carnese presented the Planning Document which had been prepared for the Board of Trustees, the Development Team members concluded that SPECS was seen as the umbrella or over-arching system to which MBO and other management efforts would be added. In other words, SPECS was the basic conceptual scheme rather than a part of a number of other management approaches currently being undertaken.

DuVall and Cole discussed with Carnese and Ali the possibility that they spend a week in Oregon where the two UC3 leaders would specifically work on the Master Plan.

An evening meeting was also scheduled for the two Urban County Community College administrators, two Development Team members and three consultants who were also working with the College. One of the consultants was a university professor hired by the same consulting firm the other two represented. They were being paid by the College to assist in the planned MBO efforts. During the meeting three issues were discussed: 1) the role and function of each of the consultants and the Development Team, 2) the location of SPECS in relation to other activities at Urban County Community College, and 3) planning for next steps for (2) Master Plan development; (b) Task Force Organization; (c) political aspects of implementation; (d) Ali and Carnese visiting CEPM to work on the Master Plan.

### September 9, 1974, Board of Trustees Commitment

In early September, Dennis E. Norbert, Chairman of the Board, wrote to DuVall:

> "Urban County Community College is pleased to inform you of the College's firm commitment to implementing a Program Planning, Budgeting System which incorporated all five components of School Planning, Evaluation, and Communication System.
>
> We look forward to your counsel in this pioneering implementation."

One month later, on October 9, 1974, the Master Plan for the implementation of Program Planning, Budgeting Systems and Management by Objectives was released from the Business Office.

The first SPECS Field Test Conference was held in late October and Urban County Community College was represented by Ali, Carnese, a Board of Trustees member and two academic deans.

Following the week of the workshop, the College held the first of what they had termed Management Development Seminar Series, designed to acquaint College employees with the proposed activities detailed in the Master Plan. Since the proposed changes would eventually affect all areas of the College, personnel from all ranks were invited to attend. The roster included cashiers, accountants, research assistants, instructors, and secretaries. The following day a somewhat similar workshop was held which included program analysts, the registrar, director of facilities, chairpeople from several academic departments and the consultants (not SPECS) as well as several others.

In January, 1975, objectives were written for the Resource Center and additional discussion continued regarding the best way to develop broadly-defined community goals. Carnese also revised the Master Plan and requested assistance with a workshop near the end of the month. The focus of the workshop would be instructional objectives at the course and department level. Participants would include twelve academic deans plus eight persons from the Finance Division. The academic people would be asked to formulate objectives for their courses and their departments. Carnese felt they were "sold" on SPECS, but didn't know what the next steps should be. In addition to the objective writing sessions, there would be a Saturday session devoted to management by objectives. Also, an Institute for Social Research survey would be given to the participants to measure their attitudes toward the process.

Carnese later characterized the evaluation of the workshop as follows: "The overall response of the participants is very positive. In the evaluation you will notice that the most negative comment was that not enough time was given for the workshop, in view of the material covered. As of today, we are planning another workshop on January 31 and March 1 to acquaint the new academic assistant deans and Finance Division directors with a more detailed presentation of MBO and

SPECS." Also, in the same January 9, 1975 letter, he said he hoped to be sending a revised Master Plan within the next two weeks since the plan had already received the approval of the Board of Trustees.

On January 30, 1975, Cole and Development Team member Harold Walker met with Gary Stenkel, Director of Community Relations. Cole had initiated the meeting for two reasons: 1) in an earlier conversation with Stenkel regarding the Urban County Community College Community Advisory Group (CAG), they agreed to later discuss their activities in more detail, and 2) it seemed necessary for the Development Team to learn if Urban County Community College had done any additional thinking about Component Four and if so, what direction would it take. The meeting was also used for further clarification of the intent of the upcoming workshop. Carnese said that at that time the academic deans and assistant deans had one objective and that was to survive. In trying to keep their heads above water, they wanted a common formula to deal with their problems. At times Walker and Cole were concerned that Urban County Community College's needs could be met only through an MBO approach unrelated to instructional objectives; however, Carnese assured them that although the participants would receive that kind of training (from another consultant), they were interested in developing instructional objectives. Earlier, Carnese had asked the deans to write instructional objectives prior to the workshop; however--they indicated that they would prefer to write them after they had the workshop experience.

Stenkel commented that the deans had two needs. One was a need for increased confidence in their ability to complete their task and the need for common agreement among the community regarding goals and objectives. (The recent reorganization plan meant that persons who were academic deans a few months ago were now part of the teaching faculty.)

Stenkel went on to say that he would like to do an extensive sampling survey to learn what the community viewed as needs that the College could meet; however, it appeared that such a survey would be prohibitively expensive. Furthermore, before such a survey could be made, consensus would have to be reached regarding the definition of community. Walker suggested that it might be reasonable to have the workshop participants spend some time brainstorming about the definition of the community. The results could then be provided to Stenkel who seemed pleased with the suggestion. No followup occurred regarding this suggestion.

The workshop began with a proposed agenda which called for an in-depth study of each of the components of SPECS with the focus on instructional objectives. No sooner were the words uttered when Dr. Craig Menning, Vice President of the Academic Division and Dr. Donald Fifield, Academic Dean, left the room for a brief discussion. On their return, they pointed out that the participants had expected some major concerns would be addressed and the proposed agenda didn't appear to address them. Walker asked what the concerns might be: Were they of administrative nature? Were they with respect to internal matters? Were they SPECS-related? Responses to those questions , together with other responses Cole had obtained to a four-item questionnaire she had distributed at the beginning of the workshop, led to Walker's decision to implement the agenda as planned, at the same referring the concerns to Mushala Ali. Comments received later from both Drs. Menning and Fifield and others suggested that this was the correct decision. The concerns were essentially of two kinds: 1) those of an administrative nature, and 2) those regarding the relationship between the academic and finance departments. SPECS was not involved in either category.

Following this thirty-minute delay, Walker proceeded to work through the agenda. In brief, the activities included:

1. A group activity designed to illustrate Component One in which participants disaggregated activities within the academic division to the level of objectives.

2. A presentation by Carnese of the processes used in the College to cost account the program within the academic division. This was well received, many pertinent questions were raised, and definitive responses were made by Carnese and Ali.

3. A two-hour overview of Component Three including group activity in writing program objectives and their indicators. As most of the participants were either administrative or finance personnel, little time was spent discussing procedures or student data.

4. On the following day, a list of eight questions was put on the chalkboard, participants were divided into four groups headed by persons chosed by Dr. Menning, and the task set in which each group, through its responses to the questions, would develop an initial strategy for involving the College's community in broad-goal definition. The questions were:

   a. What will be the nature of the goals identified?

      * Instructional goals vs. non-instructional goals?
      * Outcome goals vs. process goals?
      * Inclusive or exclusive?

   b. Who will constitute the College's community?

   c. How will a sample of the community be identified?

   d. How will the community sample generate goals, rate previously developed goals, or rank previously developed goals?

   e. What opinion-gathering methods will be used?

   f. What background information will be provided to sample members?

   g. What time constraints will be placed upon the strategy?

   h. What will be done with completed goal structure?

An hour was allowed for the groups to develop their strategies and then five minutes allowed for each group to make its report to others. The responses were well conceived and included some valuable feedback to Stenkel. Each leader was asked to submit a two-page outline of his/her group's deliberations to Stenkel at the conclusion of the workshop.

5. In conclusion, a 15-minute outline of Component Five was given. No specific strategy was described; rather, an invitation was left with the group to devise a set of procedures for determining the degree of "fit" between program outcomes and community expectations.

Walker's general comments about the workshop included the following:

1. Generally, the attitude of this group of academic division administrators toward SPECS was quite favorable.

2. In his speech to the participants on Friday afternoon, President Woolridge indicated his support for the SPECS model of program planning. He made it very clear, however, that with respect to information about programs, policy makers at Urban County Community College had other inputs to consider in addition to program outcomes (from Component Three) and community expectations (from Component Four). These included state and federal directives, pressures from other funding agencies and programs at other educational institutions in the state. Valuable as all this information was, he added, none of it could, or would be used if it didn't correspond to the philosophy that he and the board of directors had developed in the College mission statement.

3. With respect to implementing Component Three in Urban County Community College, Walker recommended that a) serious thought be given to the selection of a department that will implement on a pilot basis, and b) that some person or persons be named to coordinate the Component Three activities in the College, assuming that the pilot department would not be the Finance Department. If the Finance Department was selected, Walker said he assumed that either Carnese or Ali would be the Component Three coordinator.

On February 6, 1975, Cole sent a memorandum to her colleagues, Walker, Nagle, and DuVall which outlined Urban County Community College's request for assistance. It read as follows:

1. Attached is a copy of U.C.C.C.'s latest Master Plan. When Ali presented it to me, he indicated he would like to receive a response regarding its acceptance or request for additional changes as soon as possible. I told him I would immediately pass it to the three of you and we would respond as quickly as our time schedules would permit.

2. As a part of their continuing plan to make all departments of the college aware of the management and instructional changes planned, a workshop similar to the one last week is planned for the Student

Services Division in mid-April. Ali would like for us to participate in that workshop. I told him I would discuss the request with my three colleagues and give him a reply as soon as possible.

3. Ross Robertson, Associate Dean of the College of Education, at the state university (on sabbatical) attended the entire workshop. During a conference with Robertson, Ali explained to me that he would like Robertson to become the SPECS Consultant for their site; therefore, could we include him in future mailings, invitations to conferences, etc. I explained that the workshops for consultants no longer existed, etc., and Robertson seemed aware of this fact.

4. In accord with Ali's request for Robertson to serve as SPECS Consultant, Ali would like to return to Oregon, bringing with him Carnese and Robertson. He seemed vague as to the purpose of the trip for himself and Carnese, but seeing Robertson using the time for additional familiarization of SPECS. At a later time, when we discussed such a trip, I suggested that if they did come, they bring an instructional person with them. He seemed open to that suggestion and asked if I had a recommendation as to a specific person.

There may be additional data which you would find useful in thinking about these four requests; therefore, I would suggest that a review of the Master Plan and Event Records (most recent documentation of the workshop should be in the file by the close of this week) might be helpful.

I told Ali that I would bring the four requests listed above to you for discussion and would be in contact with him; therefore; could I receive responses from each of you?

Nagle responded with the following written response dated February 25, 1975:

After a pretty careful review of the recent materials sent to us from UC3 -- essentially its Master Plan -- I have the following reactions and recommendations:

1. Overall, they (Carnese and Ali) have come a long way since last summer in clarifying their intentions and developing on paper an overall plan of action. The introductory material about the College, the brief descriptions of MBO, PPBS, and MOST as UC3 defines them, and the effort to describe 15-16 specific tasks (essentially our five components) help substantially in this clarifying effort. I'd like to think our continuing pressure for a Master Plan, the illustrative plans we provided, and the good work of you three folks during the past six months have been major contributors to that increased clarity.

2. Clarity is, of course, a relative descriptor, and while I have a much better notion now of where UC3 is trying to go, I'm not certain I could, if forced to do so, say very much that's very specific about MOST. My impression at this point is that folks at UC3 are quite clear about how they want to go about developing a program budgeting and cost accounting system, somewhat less clear about MBOing within programs, and very fuzzy about client-oriented program planning and about something called "organizational development" or "human relations needs." To be more specific, a comment or two about each component:

   a. My hunch is that they know well what they want to do in flow-charting programs and developing responsibility charts. Apparently, first passes at those will be complete this month.

   b. Thanks to this being Carnese's and Ali's primary area of responsibility, and to its natural specificity, plans here look quite clear. The ambitions are considerable and anticipated report forms mind-boggling, but I suspect there's a pretty good chance they'll be able to pull it off, assuming their sub-contractor can meet his deadlines.

   c. I suspect that I'm not alone in continuing to have questions about this part of the implementation. I can see that considerable attention has been given to inservice--workshops and training sessions--but I'm still very fuzzy on the specific objectives and expected products of Component Three activities. On the one hand, it would appear, from the descriptive material on MBO, that the MBO chunk of MOST is the activity described for Component Three. On the other hand, the specific tasks described for Component Three lack the clarity of those described for Component One and Two. For instance, I have little idea of what each of the following means, who will do them, and how:

      (1) Task 8: "specific procedures related to identification of pilot programs within the academic division."

      (2) Task 10: "The development of guidelines for phasing the College's staff and its operating programs into a management systems technique format."

      (3) Task 11: ". . . output summary forms developed for Program Planning Budgeting Systems" and ". . . output summaries statements related to management by objectives programs," both of which are to be completed by "pilot project directors."

Since Tasks 8 and 10 are to be completed by March 1, I hope that my fuzziness is not shared by others!

d. and e. At this point, I guess that the descriptions of these two components need not be any more detailed. It would be nice, but probably not necessary or perhaps even possible now.

In sum, the spirit of SPECS certainly seems to pervade the Master Plan, and to a reasonable degree the Plan tries to incorporate enough of that spirit to satisfy me for the time being. I fully understand UC3's need to develop more than SPECS per se (their desire to create MOST by merging PPBS, SPECS, and MBO--all of which results in one of Campbell's "manhandler"--oops--person-handler soups) and I am not uncomfortable with that effort, given one qualification: Component Three activities really ought to involve at least a small number of instructional staff in documented program planning, evaluation, replanning, and summarizing. I know that's nothing new to any of us, but it apparently is still worthy of concern in UC3.

3. For me, one of the most useful pieces of paper on the Master Plan is the timeline of tasks. It's a nice organizing display.

4. If we have not yet formally approved UC3's Master Plan, and assuming that it is still important to do so, and assuming that it is also still important to formally identify UC3 as a "field test site," I recommend either of two courses of action: immediate approval of the Master Plan (with some qualifying statement about Component Three) and formal invitation to UC3 to be a field test site; or informal approval of the Master Plan now (with expression of our concerns about Component Three), followed, when we hear from NIE and assuming a Go decision, by a formal invitation to be a field test site. Either way, as Cole has promised, UC3 ought to receive feedback. I suggest that Walker work with Cole (who indcated to Ali that she'd be in touch) to organize our various reactions to the plan, draft a response, draw upon us as necessary, and be in touch with Carnese and/or Ali. When and if we decide to invite UC3 to be a formal research site, I'll take care of those formalities.

5. As to Cole's specific questions:

   a. If we can help during the mid-April workshop, it seems to me to be a legitimate request--so long as UC3 is willing to pay for it (at least honorarium and perhaps some help with expenses as well). Since the workshop is likely to deal with Component Three activities, I'd sure like to see those clarified soon!

b. That UC3 have its own regional consultant makes very good sense; however, I know absolutely nothing about Bertolaet--his basic orientation, commitment, availability, and interests. I'm also not clear whether Ali wants consultative help for all of MOST or just for SPECS, and, if the latter, for what portion(s). If for Component Three, I'm not sure a college dean is the most appropriate individual to provide it. We need to talk this out, I think.

c. I share your implicit questioning, Cole, of the purpose and value of UC3's making another trip to Oregon to train their identified consultant, to give us a status report, to provide more inservice for Carnese and Ali, to have a good time, or all of these. Naturally, Ali and Carnese are more than welcome to come, but our schedules this Spring are already getting jammed up. Assuming that Component Three will actually involve instructional personnel who will do and coordinate Component Three.

6. Finally, I have one other suggestion to make. When Walker and I made our trip in early December to Tubman and Mott, we had two objectives in mind: to take the pulse of each district and prepare a thorough status report of each implementation; and to troubleshoot problems, give each district a new spurt of energy, and help out to the extent possible with each district's nitty-gritty plans for the future. Given feedback from both districts and the usefulness to us of preparing the two status reports, I think we achieved both objectives reasonably well. Moreover, as our event records will indicate, we've had several opportunities since the visits to followup by phone with folks in both districts.

I think it may now be time to make the same kind of visit to UC3--to simultaneously take the pulse on all SPECS-related activities described in the Master Plan and troubleshoot whatever kinds of problems we find. Since such a visit would be made to serve our objectives, I doubt that it would be a substitute for Ali's suggested visit to Oregon. Rather, given the number of activities that either have been or are being completed this month, given the importance of getting something substantial going in Component Three this spring, and given the value to our documentation files of a pretty comprehensive status report on yet a third district, a three or four day stay in UC3 might be very appropriate sometime prior to the middle of March. As to who might go, that's an open question. I can think of good reasons for each of us to go.

On March 3, 1975 Walker drafted the following letter to Ali which summarized the thinking of the Development Team regarding Urban County Community College and on March 5, 1975, Nagle formally invited the College to become a field test site through a letter to President Woolridge:

> After a fairly thorough review of the recent materials sent to us from Urban County Community College--essentially your Master Plan--I have the following reactions and recommendations for your consideration.
>
> First, allow me to offer congratulations from the CEPM staff for the fine job you and Carnese have made of clarifying and making explicit your plans of action, a task of no small dimension as we well know. The introductory material about the college, the descriptions of MBO, PPBS, and MOST as you define them, and the effort to describe fifteen SPECS-related tasks help substantially in this clarifying effort. Clarity is, of course, a relative descriptor, and while I have a fairly good idea of where UC3 is trying to go, I'm not certain I could say very much that's very specific about your plans about implementing Component Three.
>
> Concerning the implementation of Component Three, Tasks 8-13 in your Master Plan, it is obvious that a good deal of effort has been made preparing various administrative personnel, but the plans for actually implementing the Component Three processes--program planning, monitoring, evaluating, and replanning--seem to have received less attention.
>
> For instance, I don't understand what is meant or intended in Task 8--"specific procedures related to the identification of ongoing needs of UC3." As CEPM is, in part, responsible for developing these procedures, I'd welcome more information concerning your intentions.
>
> Specifically, I'd like to know:
>
> - Which personnel within each pilot program will be asked to plan, monitor, evaluate, and replan individual programs?
>
> - Will all instructors of that program be involved? Or, full-time faculty only? Or, a group of volunteer faculty members? Or, whom?
>
> Similarly, I'm not clear what your intentions are in Task 10--"the use of a systematic process to document . . . UC3's operating programs" and "development of guidelines . . . technique format." Specifically, I'd like to know:
>
> - Whether those responsible for implementing Component Three will use a set of program planning documents (PED's) and develop detailed plans, or only the SPECS Program Summary documents and develop summary plans and/or reports?
>
> - What the schedule of implementation will be--when will faculty members start planning their programs? When should the plans begin and end?

Assuming the pilot implementation is successful, what plans do you have for phasing other program areas into Component Three activity?

Concerning Task 11--"the review of output summary forms and their subsequent completion by Pilot Project Directors," it would clarify things for me if I had more information concerning the following:

- What documents will be used by program implementers to submit data about their programs to Pilot Project Directors? Will the document used be the Program Summary Report? Will the PED's (containing much more detailed data) be used?
- Will Pilot Project Directors use similar documents?
- Who will develop the procedures that will be used by Pilot Project Directors to "complete Program Summaries." And when?

Finally, in Component Five, you describe Task 15 as "Conducting of UC3's annual assessment of educational needs" for which the Board is responsible. May I suggest that there is probably a need to develop a set of procedures for conducting this task and that someone other than the Board be responsible for such development.

Please don't read into my comments any criticism of your efforts.

I really do think you've done a most commendable job. I believe Cole is writing you concerning the possibility of involving Dean Robertson as your consultant and the possibility of our participation in the workshop planned in mid-April for the Student Services Division. As I will probably be coming to that workshop, I'll be only too glad to assist you and Ross with regard to any of the concerns I have just raised or to any other concerns either of you may have.

On that same day DuVall checked with Carnese about Urban County Community College personnel attending the upcoming Spring Field Test Conference. Carnese said he was unsure about sending people to the Conference and would reserve their participation until they saw an agenda and determined the value it might have for them. He said he would check to see if consultant Robertson could attend. Also, he indicated that as far as he knew, no one in the administration had received a letter sent to SPECS sites by some members of the pilot school district's educational association.

In a March 17 phone conversation with Ali and Carnese, Cole learned that they had not yet received the letter from the pilot site education association and that President Woolridge was sending an acceptance of being a field test site. The Board of Trustees had accepted the final Master Plan and would adopt it publicly at the next meeting. The planned workshop in April would probably be postponed to June due to scheduling problems. Also a decision regarding a pilot site would have to wait until April since the early March meeting for making that decision had been postponed. Furthermore, they asked who the Development Team would like to see attend the Conference. Carnese indicated that probably he and Ali would attend and wanted to know the feasibility of having an administrative person from the academic division attend. Cole recommended that Menning and a person chosen to coordinate and/or pilot Component Three attend.

On March 24, 1975, Carnese indicated to DuVall that Menning would be attending in addition to Robertson and himself. If the Component Three pilot site was selected by that time, an assistant dean would attend also. DuVall indicated that under those circumstances, the Development Team could assist with payment for Robertson's expenses. Following the Conference, Urban County Community College personnel would remain and work with the Development Team for additional planning.

On April 8, 1975, Carnese called Cole to inform the Development Team that Urban County Community College had hired a Program Budget Coordinator who would be responsible for coordinating Component Three and that person, Carlos Pomparini, would be attending the Conference. Following the Conference, a pilot site would be selected.

April, 1975 Spring Conference Attendance

The 1975 Spring Conference was attended by Pomparini, Carnese, and Robertson. During the Conference they spent time with Judson Moyer, who had worked with them in their initial introduction to SPECS but had since moved. Carnese made a presentation to the participants in which he outlined the efforts at UC3.

During several discussions at various times with Urban County Community College personnel, the Development Team was made aware that Urban County Community College personnel were concerned about the SPECS materials being written with K-12 examples. This concern surfaced again when Robertson, Pomparini and Carnese met with the Development Team following the Conference. Robertson opened the meeting by saying that he had been associated with Urban County Community College for a number of years and saw a willingness to use system analysis to look at management functions. Now is the time to see if it is possible to apply system analysis to instructional activity. As an outsider, he said he saw a typical college reaction to anything that resembled a K-12 institution, although it appeared appropriate to him to use a systems analysis application and how to modify it for college use. Although he said he saw no conflict, he would recommend that the College delete any reference to K-12.

Robertson went on to say that the three Urban County Community College Conference participants told the Task Force that they would return from the Conference with two things: 1) materials dealing with the conceptual framework and 2) forms that translate expectations into reality. He said that his hidden agenda was to insure that there are limited excuses for delaying the implementation and if there is not a better writing than "Introducing SPECS," he would cut, paste, add and use it as an in-house item, but giving full credit to SPECS. Robertson later did this and used the document with other Urban County Community College personnel.

On April 28, 1975 Cole received correspondence from Pomparini which included the minutes from the March MOST meetings. Those were as follows:

# MINUTES

## M.O.S.T. COMPONENT I

THURSDAY, MARCH 13, 10:00 A.M.

Present: Mushala Ali, Melvin Carnese, Sam Roberts, Donald Deno, Douglas Farwell, Carlos Pomparini.

### 1. INTRODUCTION.

Mr. Carnese began the meeting by stating that his view of the purpose of the Committee was to: determine the actual organizational structure of UCCC; determine the on-going processes within the College; develop a procedure for updating this data; and provide a method of data collection.

### 2. PURPOSES.

Mr. Deno reported that there was little readily available data for these purposes. Dr. Farwell concurred and pointed out that his Self-Study Committee had collected much data on these items. Dr. Farwell volunteered to supply information useful to the Committee, including the Wiche Basic Data System. Mr. Deno said he would supply his organization structure.

### 3. OTHER MEMBERS.

Mr. Ali recommended that the Committee be expanded to include representatives of the Student Services and Administrative Departments. It was agreed to invite Mr. Al Colton and Mr. James Silney to join the Committee.

### 4. PRELIMINARY TASKS.

It was agreed that the members should review the components of the organizational structure and attempt to present a model at the next meeting. Also, a preliminary method for updating this structure should be developed and the Wiche system should be reviewed.

### 5. NEXT MEETING.

The next meeting was set for Tuesday, March 25 at 10:00 a.m.

cc: E. Chandler

# MINUTES

## M.O.S.T. COMPONENT II

WEDNESDAY, MARCH 19, 2:00 P.M.

Present: Melvin Carnese, Jack Rogers, Pat Kirk, Sam Roberts.

1. INTRODUCTION.

Mr. Roberts began the meeting by stating that his view of the purpose of the Committee was to fit the accounting system into the needs of a Program Budget, and further, to educate those involved with the new system.

2. ACCOUNTING SYSTEM.

Mr. Kirk pointed out that, at present, the accounting system provided little flexibility and not much detail concerning programs could be provided. Mr. Roberts raised the possibility of utilizing the last two digits for program use. This possibility was considered feasible but more study is necessary.

3. RECOMMENDATION.

Mr. Kirk suggested and the Committee concurred, that a complete revamping of the account coding system would best accommodate the needs of a Program Budget. Mr. Roberts suggested that the Committee review the coding structure presented in the S.P.E.C.S. workbook.

4. NEXT MEETING.

No meeting was set but it was agreed that Mr. Roberts would convene a meeting in the near future.

# MINUTES

## M.O.S.T. COMPONENT VI

## THURSDAY, MARCH 20, 1975 -- 10:30 A.M.

**Present:** Louis Heiney, Melvin Carnese, Carlos Pomparini, Donald Fifield, Pat Kirk.

**Absent:** Ensley Chandler, Arda Medford, George Lechelt.

### 1. INTRODUCTION.

Mr. Carnese welcomed those present and defined the purpose of the committee; that is, the adoption and implementation of M.O.S.T. Component VI which contains Planning-Programming-Budgeting Systems (PPBS) and the Management-by-Objectives (MBO) program. These two proven systems will be used for the effective administration and management of Urban County Community College.

### 2. DISCUSSION.

Mr. Heiney then led the discussion of the MBO program. He spoke of its adoption by Manufacturers National Bank and their success and experience with it to date.

Basically, the MBO program at Manufacturer's is adopted by the Senior Vice-President from the Administrative Profit Plan (Profit goals of Senior Management) that is released in early December. After the initial identification of general annual goals per division, each divisional Vice-President visits each branch manager, so that they may mutually determine each branch's goals (usually completed by early February).

Operationally, the system is set up so that branch managers are not aware of each other's goals. Goals purely relate to new yearly expectations--unless a branch manager has been judged to have unusual operational problems. In this case, some goals are determined from these problem areas. If there is disagreement or mutual dissatisfaction from this process, the entire matter is given to a problem-solving group.

All goals are reviewed quarterly and revised, if necessary.

### 3. RESULTS.

Mr. Heiney reported that MNB has had a great deal of success with the MBO program. Overall, it was felt that now that most expectations are well-defined, managers are trying to excel in their work instead of simply "surviving" in an aura of undetermined competence. Branch managers realize that fulfillment of their annual responsibilities result in annual increases.

4. M.B.O. BY EXCEPTION.

It was further pointed out by Mr. Heiney, that in unusual circumstances it was necessary to have individual performance reports, when unusual or procedural duties seemed to be a problem.

In most cases, routine duties are not discussed and not included in the annual MBO program. These matters are defined in detail in the procedures manual.

In unusual circumstances, when branches are not acting in accordance with accepted procedures, the branch manager has the option of accepting a goal to effectuate procedural adoption or prove that general procedures do not apply in his circumstance and that his methods better satisfy his peculiar problems. Senior management, after reviewing this entire matter and its proposed remedies, then determines which procedure should be adopted.

5. PRELIMINARY TASKS.

It was mutually agreed that Mr. Pomparini would develop a preliminary document defining objectives for the Finance Division of Urban County Community College for the next meeting.

6. NEXT MEETING.

The next meeting will be Monday, May 5, 1:30 P.M., in Room 517 of the Garfield Building.

cc: M. Ali
Dr. R. Robertson

# MINUTES

## M.O.S.T. COMPONENTS IV & V

## MARCH 27, 1975 -- 10:00 A. M.

Present: Mushala Ali, Joe Billings, Melvin Carnese, Douglas Farwell, Grace James, James Loverno, Priscilla Pond.

### 1. INTRODUCTION.

Melvin Carnese opened the meeting and welcomed the members present. He introduced Grace James as the resource person for the Committee. and he stated that Dr. Ross Robertson was the S.P.E.C.S. consultant to the M.O.S.T. Components at Urban County Community College.

Mr. Carnese identified the purpose of the Committee, which is to establish a mechanism in which goals of the College can be defined on an on-going basis, with input from both the community and from the administration of the College.

### 2. DISCUSSION.

Mr. Carnese stated that Component IV will deal with the community at large. It defines broad community type goals and defines what the community perceives are the goals of the College.

Component V deals with actually matching the community goals with the on-going goals at Urban County Community College.

The Committee will develop a system by which the community goals and the goals of the College can be matched. The system will be an on-going one, to continue a survey of the community's feeling of goals and evaluations of Urban County Community College

Mr. Carnese suggested some possibilities in developing this system. They are:

a. Review the mission statement of Urban County Community College.

b. Find out the mission statement and goals of the Board of Trustees.

c. Find out the goals of the community (all of Urban County or what sector?).

Mr. Carnese also suggested that the Committee take the mission statement of the College, to the community and to the College staff, to see what the expectations or real feelings of the community and Urban County Community College on the goals are. He suggested that the Committee make their recommendation on how this should be done and then get the approval of the Board of Trustees and President.

It was stated that the mission statement is about three (3) years old, and has never been revised.

Mushala Ali discussed possible ways to find out the community goals:

a. By means of a survey.

b. Making a measurable instrument a part of the registration procedure.

c. By means of an advertising campaign.

The budget for the M.O.S.T. program at Urban County Community College was of concern to one of the Committee members. Mr. Ali stated that there's only a $6,000.00 budget for the program, and that's mainly for training cost. He stated that he had hoped the Committee members use volunteer efforts in carrying out the missions of the Committee.

The time table set for the completion of Components IV and V is December 31, 1975. By that time, it is hoped that the Committee will have developed recommendations for a system to identify goals for Components IV and V, which will be given to the Board of Trustees for approval.

The overall time table for the implementation of the M.O.S.T. program is three (3) years, from November, 1974 to November, 1977.

## 3. RECOMMENDATIONS.

It was recommended that the Committee expand to include more outside or non-college members. James Loverno is the only non-college member of the Committee.

The names of Eugene Lien, Director of the P.A.L. Program, and Floyd Argheli, Reporter for the City Free Press, were mentioned as possibilities.

## 4. NEXT MEETING.

The next meeting is scheduled for Monday, April 14, 1975, at 10:00 a.m., in Room 517.

The Committee members were urged to do the following for the next meeting:

a. To review the mission statement of Urban County Community College (enclosed with minutes).

b. To bring suggestions on how to develop a system to measure the College's goals.

c. To bring recommendations of names of outside people to serve on the Committee.

cc: Dr. Ross Robertson, S.P.E.C.S. Consultant

# MINUTES

## M.O.S.T. COMPONENT III

MONDAY, MARCH 31, 1975 -- 3:00 P. M.

Present: Mushala Ali, Ross Robertson, Ralph Busch, Melvin Carnese, Mitchell Davis, Donald Fifield, Sara Fleming, Denise Gentry, Carlos Pomparini, Janis Steiner, Mayme Thoms.

## 1. INTRODUCTION.

Mr. Ali welcomed those present and identified the purpose of the committee; that is, the development and implementation of M.O.S.T. Component III which includes developing a system for Component III.

## 2. DISCUSSION.

Mr. Carnese stated that through this committee, we will essentially be proposing a management system for Urban County Community College and a systematized approach to setting goals within all divisions and departments. Since Urban County Community College has been identified as one of ten S.P.E.C.S. field sites in the United States, we will have the benefit of input from S.P.E.C.S. personnel to assist us in this process. Once developed, all systems must be monitored and evaluated.

Since most of the committee members were still not totally aware of the the tasks of the committee, it was mutually agreed that the committee would basically determine four things:

1. The goals of Urban County Community College (as determined by Component IV) and re-evaluate the present mission statement.
2. College objectives to achieve these goals, including the establishment of measurements of success.
3. Departmental (academic only) goals, objectives and measurements of success (as they relate to 1).
4. Individual course goals, objectives and measurements of success (as they relate to III).

## 3. INTRODUCTION OF S.P.E.C.S. CONSULTANT.

Mr. Carnese formally introduced Dr. Ross Robertson as the S.P.E.C.S. consultant to the M.O.S.T. Components at Urban County Community College.

Dr. Robertson basically defined, as he sees it, three problems that Component III must deal with at Urban County Community College:

1. The adaptation/modification of the S.P.E.C.S. system from a K-12 setting to a community college level.

2. The development of workshops to assist the committee in informing the academic division of the college of how the S.P.E.C.S. program operates.

3. The identification and development of one or two pilot programs at UC3.

It was mentioned that Dr. Robertson might greatly assist the committee by providing each member with documentation developed by previous S.P.E.C.S. groups. This would include flow charts, hand-outs, objectives, etc.—any materials that might assist the committee in best appropriating its time.

Dr. Robertson also mentioned that he would be attending a S.P.E.C.S. conference April 21-24 in Oregon. He would provide committee members with the information requested as well as a preliminary summary of the conference by approximately April 26, 1975.

4. **NEXT MEETING.**

The exact date of the next meeting was not determined. It was suggested and mutually agreed that it would be held sometime after each of the committee members have responded to the initial material that will be sent out by Dr. Robertson.

On May 27, 1975, Cole phoned Pomparini to check on the status of activity in Urban County Community College and learned the following:

1. All component meetings had been postponed until Robertson returned from a month-long trip and until Pomparini completed the "write-ups" of the components. Activity should continue in late June or early July.
2. Pomparini has written a plan for implementing Component Three and has sent it to Ali for review. He indicated that he had tried to be cautious and to alleviate any apprehension the Task Force may have, explaining that it is a self-management system.
3. He has been preparing procedures for helping administrators to write their own objectives and will forward those forms to the Development Team.

On June 23, 1975, the Task Force met to discuss Component Three. Those minutes read as follows:

## MINUTES

## M.O.S.T. COMPONENT III

MONDAY, JUNE 23, 1975 -- 3:00 P. M.

Present: Ross Robertson, Ralph Busch, Melvin Carnese, Mitchell Davis, Anna Keys for Sara Fleming, Carlos Pomparini.

### 1. REVIEW OF MINUTES.

The minutes of the March 31, 1975 meeting were approved as presented.

### 2. OLD BUSINESS.

Dr. Robertson reported on the SPECS conference in Eugene, Oregon. He stated that during this conference, participants were able to view a wide range of SPECS applications, as well as speak to SPECS implementers to understand their individual approaches.

Dr. Robertson also stated that UC3 should use the "Nagle Approach"; that is, develop a modest set of objectives for all courses and programs.

Mr. Davis concurred and added that he would also be interested in what objectives other community colleges thought were important for individual courses, as well as what four-year colleges/universities expected and would allow transfer credit for.

It was generally felt that these were some of the things that would be reviewed and acted upon by the pilot group.

Questions concerning the "Working Paper on SPECS" developed by Dr. Robertson and the "guidelines Document on Component III" were deferred until the next meeting when the full committee can review it. Dr. Robertson asked that each committee member review each document in detail. After discussion, Dr. Robertson will write a synopsis of these two documents.

3. NEW BUSINESS.

The election of the chairperson and co-chairperson were also deferred until the next meeting.

It was moved and seconded that the Business Studies Department's Accounting and Data Processing Programs would be selected as the pilot program. Motion passed.

It was decided that a pilot committee meeting would be held July 1 at 1:00 p.m. Attendance for Component III members would be optional.

4. NEXT MEETING.

The Component III Task Force will meet on August 25, 1975 at 3:00 p.m. in Room 517.

On July 24, 1975, Pomparini told Cole of the decision to implement Component Three in the Business Studies Division. That department would include programs such as Accounting, Secretarial Science, and Data Processing. It would affect twenty full-time instructors and over 1,000 students. The department was presently writing program objectives, course objectives, performance level indicators and they hoped to be finished by August 29 so that they could field test them during the first semester. The Task Force left the choice of forms to the faculty; however, most were using a modified SPECS and state form. Pomparini said he felt very good about the progress they were making. Also, he said that he had encountered some resistance; however, he expected that would be easing in the future.

In November, 1975, Pomparini contacted Cole as to possible assistance in developing community goals. Notes from their phone conversations follow:

Discussion Points - 1st Conversation:

1. Pomparini said that they are now ready to move toward setting broad goals as defined by the community. Although they are unsure how they will proceed, he said that he knew that they needed help and were asking for it -- cost or no cost.

2. I suggested that he contact Dave Voorhees at Bethune River and talk with him re: the PDK work the Bethune River had done. Furthermore, I said that I'd check here and see what I could learn re: other community colleges who done such work.

3. I said that I'd be back in touch with him to discuss how, if at all, we could be of assistance to them.

Discussion Points - 2nd Conversation:

1. Pomparini had contacted Dave Voorhees in B.R. to learn what they had done re: community goal development and PDK. Voorhees had sent him some material which he was now reviewing. Pomparini was concerned that the materials was too limited to an elementary and secondary approach.

2. Pomparini's main fear is that with as wide a community representation as necessary, the committees and groups could become unmanageable simply in terms of numbers of people involved. Secondly, he is concerned that he will be opening up a huge pile of worms and soon the community action groups will think that they will be able to make decisions regarding hiring, firing, etc.

3. I thought that both of his concerns were valid ones, given their situation and therefore, cautioned him about 1) making the committee structure unmanageable and 2) allowing the community groups the power to make those decisions. I suggested that he begin initially with a quite limited group of people--perhaps even starting in-house with a representative from each of the programs. That each of those groups might include a community leader with no affiliation with the College. Once some broad goals had been worked out, among the committee, they might then be taken to a larger group in some way. Furthermore, I thought that he needed to be cautious about the initial group to insure that they were fully aware of the limits of their task.

4. He said that he would like to do some additional thinking about the problem and we agreed that I would call him mid-week to discuss his thinking at that time.

5. I said that although I realized that he was not asking specifically for assistance if he did wish to receive any, it would probably be more convenient for DuVall or me to stop there to or from Washington in December.

6. I asked him if he was interested (should an occasion arise) in making a presentation re: UC3 and MOST at a conference, etc. He said that he thought so; however, Ali is hesitant about saying too much until the entire system was fully operational. He said that Ali was thrilled to think that they were doing something that no other community college had done or is doing.

In late February, Cole visited Urban County Community College to check on the status of the implementation. She summarized their activity by saying that "most of their efforts have continued to be at the middle management levels; however, they are still continuing to push toward greater but cautious involvement on the part of the instructional and community relations people." During that same visit she spent time with Pomparini who had a number of observations to make about implementing SPECS within a community college setting. Those were recorded as follows:

1. A team of individuals whose only job is to implement the system is a must. (He thought that an ideal division of labor and knowledge should be as follows:

   2 team members should be financially oriented
   1 team member should be student services oriented
   2 team members should be academically oriented)

2. There must be institutional commitment with an endorsement. (At Urban County Community College, Mushala Ali, Vice President for Financial Affairs, went to the Board and gained the needed support prior to attempting implementation.)

3. The diverse areas, such as student services, financial services and the academic areas must be drawn together with some linkage and continuity.

4. The system must be personalized--especially in the short run. (In other words, those working with and being introduced to the system, must understand what the system is geared to do.)

Pomparini was excited about the gains they had made in their personnel accounting system, saying that in addition to their now having immediate printed information regarding age, salary, sex, race and a myriad of other items, their organizational chart could be updated automatically when a person leaves, changes positions or arrives at the institution.

He said that Dr. Sara Fleming had taken the most leadership in developing the planning and evaluation work in the Business Services Department. Although he was not completely in agreement with her methods of obtaining the desired results, he said he hoped she would continue and others would join, in assuming credit for the change.

In working with the part-time instructors, he and Fleming had given the instructors a set of objectives, developed after 20-50 sessions with Norm Greenson, a full-time instructor in that area. The part-time instructors were asked to tell Pomparini and Fleming how accurate they were in describing the objectives for the courses. This forced the instructors to make some choices with the ultimate outcome being a set of acceptable objectives. Repeatedly, they indicated that they did not want the faculty to change anything they were currently doing, except where they felt they should add something. Next, Pomparini and Fleming asked to see all the tests and how they related to the objectives. Although Carlos did realize some inherent problems with such a plan, he was interested in seeing not a standardized test, but a "common type of test with alternatives" established. In other words, he wanted to insure that 1) instructor's tests were related to their objectives and 2) a student taking the course from Instructor A would have similar expectations and assessments if taking the course from Instructor B.

Pomparini seems to have sufficiently assumed responsibility and authority for implementing the system. His assumption of the activities has altered the workload of Ali and Carnese, thus enabling them to pursue additional responsibilities. Undoubtedly, there is a team approach, at least at the middle management level in finance at Urban County Community College with all levels of employees working eagerly together toward the same aims. It appeared that employees, even at the clerical level seemed to have a sense of camaraderie and *esprit d' corps*.

During much of the time that UC3 leaders have been implementing SPECS and MOST, several of them have been engaged in higher education doctoral studies at a local state university.

### Spring Conference, 1976

During the winter months of 1975-76 the Development Team decided that the most appropriate location for the upcoming and final SPECS Field Test Conference would be in the vicinity of Urban Community College. UC3 was near to another SPECS field test site which had also completed some rather interesting work and bringing other field test participants to those sites seemed beneficial.

UC3 personnel not only participated in the Conference, but provided assistance to the Development Team in making arrangements and formulating portions of the agenda.

The Conference, attended by President Woolridge and other administrators focused upon implementation efforts during the past year and plans for the future.

Carlos Pomparini began by discussing the six components that Urban County Community College had adopted--the first five being the five SPECS components with the sixth being an MBO-type system. Pomparini said that the addition of a sixth component had been necessary in order to make the College's management system more complete.

Pomparini and Carnese outlined the College's activities in each of the six components using a series of overlays. In March 1975, Component One activities were begun--defining job descriptions and the organizational breakdown of the institution. Pomparini said that this had helped administrators to identify the overlapping of duties and general lack of clarity in the job descriptions. At this time, Pomparini said, approximately two-thirds of the task of defining job descriptions has been completed.

Pomparini said that their work in Component Two has enabled administrators to identify the cost of offering a particular course at a particular center and compare cost data. According to Pomparini, administrators are now able to make those decisions which will make programs maximally cost-effective at Urban County Community College.

He said that in implementing Component Three, a Task Force was first identified to consider the implementation, and later the accounting instructors were approached with their plan. After piloting in this area, program objectives were then developed for each area of the curriculum. Personnel are currently involved in evaluating and modifying these objectives on an on-going basis.

Carnese noted that the college was formed to serve its community, with the college district being divided into seven regions, each with its own community advisory committee. He said that they planned to do more work in both Components Four and Five in the future.

Comprehensive flowcharts were presented which outlined the six components of SPECS and MOST. These indicated changes in thinking throughout the implementation period, whereby SPECS had been incorporated into UC3's system in a way that was salable to the community college.